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ABSTRACT

The Urban Education Network is a problem-solving effort designed to address educational problems facing urban educators. Representatives to the Network are drawn from urban school districts and state departments of education. They work together to strengthen school improvement efforts by sharing concerns, ideas, and educational practices. A number of programs are selected each year for inclusion in a Network status report. This report from 1986 presents program descriptions grouped under the following 16 content areas: (1) alternative and magnet schools; (2) arts education; (3) basic skills; (4) computer technology; (5) early childhood education; (6) effective schools/school improvement; (7) environmental education/science/social science; (8) gifted and talented; (9) institutional reports; (10) programs for students at risk; (11) school/business/community partnerships; (12) special education; (13) staff development; (14) testing/evaluation; (15) urban education/desegregation; and (16) vocational/career education. For each program the following information is provided: a brief description; staff size and composition; scope; number of individuals and schools served; evaluation reports and descriptive materials available; and an address to contact for further information. There is also an appendix in which exemplary projects are listed by state. (VM)

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Urban
Education
Network

Tri-Laboratory Program

Sharing Successes Across Network Institutions

A Status Report
1986

ED289945

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Appalachia Educational Laboratory
Mid-continent Regional Educational Laboratory
North Central Regional Educational Laboratory

Urban
Education
Network
Tri-Laboratory Program

Sharing Successes Across Network Institutions

A Status Report
1986

Appalachia Educational Laboratory
Mid-continent Regional Educational Laboratory
North Central Regional Educational Laboratory

Introduction

The Urban Education Network is a problem-solving effort designed to address educational problems facing urban educators. Representatives to the Network are drawn from urban school districts and state departments of education in the service regions of three regional educational laboratories: the Appalachia Educational Laboratory, the Mid-continent Regional Educational Laboratory, and the North Central Regional Educational Laboratory. Network members work together to strengthen their school improvement efforts by sharing concerns, ideas, and educational practices.

As part of their problem-solving work, Network members each year select a number of programs from their agencies for description in this report. Selection is made on the basis of the potential for helping to ameliorate urban school problems. These program descriptions make up this 1986 Status Report.

The programs and documents selected for this report of Sharing Successes Across Network Institutions are grouped according to content areas; there are sixteen such content areas. The last section of the Report is an appendix which presents all the program titles organized by district and state.

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Alternative Schools Program

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

Brief description: In 1980, the Alternative Schools was incorporated into the instructional program of the Cincinnati Public Schools. Alternatives came about because of the district's desire to provide a quality instructional program for students in a racially balanced setting. A specialized enrichment program relative to curricular emphasis, learning and teaching styles, structure, and learning outcome distinguishes alternative programs from conventional programs. Students enroll in an alternative program by filling out an application. Applications are processed with racial balance being a primary consideration on a first-come/first-served basis.

The Alternative Schools currently operating are:
Applied Arts Academy, Grades 4-6
Intermediate Demonstration Center, Grades 4-6
Elementary College Preparatory, Grades 4-6; Grades 4-8
Elementary I.G.E., Grades K-8; Grades K-6; Grades K-3
Elementary Math and Science Academy, Grades 4-6
Cincinnati Academy of Math and Science, Grades 7-12
French Bilingual, Grades K-3; Grades K-5
Spanish Bilingual, Grades K-5
German Bilingual, Grades K-5
Fundamental Academy, Grades K-6
IPSIP, Grades K-3
Multi-Age, Non-Graded Grades K-6
Montessori Grades K-6; Grades K-1
Reading/Language Arts Demonstration Center, Grades K-6
Cincinnati Academy of Physical Education, Grades 4-12
School for Creative & Performing Arts, Grades 4-12
International Studies Academy, Grades 9-12
City-Wide Learning Community, Grades 9-12
Junior High College Readiness, Grades 7-9

Program Staff: One part-time director of alternative programs, the administrative and teaching staffs at each of the alternative schools as well as central office support by area director, directors, and supervisors.

Scope: The alternative schools are open to any student in the Cincinnati Public Schools. However, some waiting lists occur when racial balance in any school is affected by particular applicants. This program began in 1970 with two IPSIP schools and has been expanding and opening new alternative schools ever since.

Number of individuals served: 14,000

Number of schools served: 40

Evaluation reports available: At least one for each year of operation.

Descriptive materials available: Alternative Program Manual (1978)

For further information, contact:
Shirlee Williams
Director of Secondary Education
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Berwick Science/Math/Environmental Study School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The educational program of the school emphasizes the learning of science skills, computerized instruction in mathematics, the integration of mathematics and science with other subject areas, and understanding the natural and man-made environment. A resource teacher helps the teachers in self-contained classrooms with instruction, program development and inservice. The program makes use of microcomputers, calculators, living animals, community outdoor environmental resources including school property, and an in-school science laboratory. The school has been adopted by the Ohio Department of Natural Resources. Textbooks and other teaching materials are unique to the program. All required subjects taught in the elementary schools are also taught at Berwick.

Program staff: Principal, 14 teachers and 1 resource teacher

Scope: The school opened for the first time in September 1982. It is open to all city school students.

Number of individuals served: Approximately 397 students, grades K-5

Number of schools served: Headquartered in one school

Evaluation reports available: Yes

Descriptive materials available: Brochure available

For further information, contact:
Kenneth Havens, Principal
Berwick Alternative School
2595 Scottwood Road
Columbus, OH 43209
(614) 237-0304

Enrichment Course Program

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: The Douglas Elementary School Enrichment Course Program provides students (K-5) with an opportunity to learn special skills that schools cannot normally provide within the student day. Courses are offered from 3:15-4:15 p.m. one day a week for 6-8 weeks. Course offerings include: cheerleading, puppetry, tennis, arts and crafts, cooking, math and reading tutoring, gymnastics, science enrichment, pioneering, computer games, basketball, etc. Students may take from one to four courses per quarter. New course listing are available each quarter. The courses cost $5.00-$6.00 per 8-week sessions. The cost pays for an instructor and supplies. Most instructors are parents and community members who live near the school. Parents and community members have supported these classes as an excellent extension of learning in a location where students can remain after school with good supervision.

Program staff: Course instructors

Number of individuals served: 570 students, K-5

Number of schools served: 1

Evaluation reports available: None

Descriptive materials available: Course flyers, registration flyers

For further information, contact:
Helen Oliver, Principal
Douglas Elementary School
3800 E. Douglas Avenue
Des Moines, IA 50317

Columbus Alternative High School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Columbus Alternative High School provides a nontraditional yet thoroughly academic program for students in grades 9-12. The school is characterized by: individualized learning, enabling students to participate actively in shaping their program of studies; a wide assortment of advanced placement programs, allowing students to earn college credit; intensive study, permitting students to concentrate in depth on topics of interest; student-teacher relationships in which teachers served as co-counselors and managers of learning; and community-oriented programs providing internships for students in the university, commercial, industrial, and governmental sections of Columbus. The computer-managed instruction and information systems are fundamental to individualized learning and to the community program.

Program staff: Principal, assistant principal, counselor, librarian, and 30 teachers

Scope: The school began in the fall of 1978 as a half-day humanities-based program serving high school students from throughout the city. With the assistance of federal funds, the school expanded to a full-day program for students in grades 9-12 in 1979. The school is currently supported entirely by the general fund.

Number of individuals served: 600 students

Number of schools served: Students transfer to Alternative High School from all 15 Columbus public high schools.

Evaluation reports available: Yes

Descriptive materials available: Brochures available

For further information, contact:
Phillip Pool, Principal
2632 McGuffey Road
Columbus, OH 43211
(614) 267-4913

Douglas Alternative School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: At Douglas Alternative Elementary School, each student is viewed as an individual characterized by a unique rate and pattern of development. The program is designed to foster and nurture the interests of each child through the use of individualized approaches to instruction. The school has multi-age grouping, with pupils assigned to a team of teachers. There is a strong program to meet the emotional and physical as well as the intellectual and aesthetic needs of pupils. Douglas' location, near downtown Columbus, facilitates a unique aspect of the school's program-wide and frequent use of the city's resources including the Columbus Museum of Art, the main library, city government, and the Center of Science and Industry.

Program staff: Principal and 14 teachers; other support personnel

Scope: This program has been operating since 1976. It is open to all city school students.

Number of individuals served: 375 students, grades K-5

Number of schools served: Headquartered at one school

Evaluation reports available: Yes

Descriptive materials available: Brochure available

For further information, contact:
Catherine Noble, Principal
Douglas Alternative School
43 S. Douglas Street
Columbus, OH 43205
(614) 252-1166

Duxberry Park Arts IMPACT School

Agency:
    Columbus Public Schools
    270 East State Street
    Columbus, OH 43215

Brief description: The Arts IMPACT program is an approach to teaching and learning in which visual art, music, drama, and dance are interwoven into the curriculum not only as separate skill areas but as integraters of other subject areas. The program makes extensive use of the community's cultural resources, e.g., Columbus Museum of Art, Columbus Symphony Orchestra, Players Theatre of Columbus, and Ballet Metropolitan. Contact with professional artists are frequent. Multi-cultural awareness and understanding are furthered through the arts, and individual success experiences promote self-esteem. Teaching basic skills is an important part of the school. By fostering respect for the academics, the arts, and people, students are guided to appreciate and contribute to the beauty of the world.

Program staff: Principal, 14 teachers, 1 dance teacher, 1 art teacher, 1 drama teacher, and 1 vocal music teacher

Scope: This program began operation in September 1982. It is open to all city school students.

Number of individuals served: Approximately 452 students, grades K-5

Number of schools served: Headquartered in one school

Evaluation reports available: Yes

Descriptive materials available: Brochure available

For further information, contact:
    Richard Murrary, Principal
    Duxberry Park Alternative School
    1779 E. Maynard
    Columbus, OH 43219
    (614) 267-5453

Franklin Success IMPACT Alternative Middle School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Franklin Alternative Middle School builds student success experiences with: team teaching, flexible student scheduling, individualized instruction, comprehensive diagnostic testing, Glasser techniques, personal counseling, unique course offerings. Helping students find success in their educational experience is the goal of Franklin Alternative Middle School. Students are given an opportunity to achieve some measure of success each day. This is accomplished by working to build a firm foundation in the fundamental learning skills and developing a feeling of individual pride in self, school, community, and nation.

Program staff: Principal, assistant principal, counselor, librarian, and 41 teachers

Scope: The program has been in operation since 1975. It is open to all city middle school students.

Number of individuals served: 750 students

Number of schools served: Program is headquartered at one school.

Evaluation reports available: Yes

Descriptive materials available: Brochure available

For further information, contact:
Dr. Helen Hord, Principal
Franklin Alternative Middle School
1390 Bryden Road
Columbus, OH 43205
(614) 253-8531

Indianola Informal Elementary School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Informal education at Indianola Elementary offers a learning environment with many opportunities for exploration, manipulation, and involvement with many types of materials. The school's philosophy emphasizes problem-solving, autonomy, and independent thinking in its pupils by providing alternatives and real, practical experiences as well as adult guidance and social interaction. Family groupings permit each child to interact with children of different ages with similar intellectual and social interests. The school is profoundly concerned with the moral development of its pupils. The teachers actively help to guide the children from egocentricity into a deeper understanding of themselves and of the feelings and rights of others.

Program staff: Principal, 15 teachers

Scope: The program has been in operation since 1975. It is open to all city school children; admission is by lottery.

Number of individuals served: 425 elementary children, grades K-5

Number of schools served: Headquarters at one school

Evaluation reports available: Yes

Descriptive materials available: Brochure available

For further information, contact:
Thomas O'Mahoney, Principal
Indianola Informal School
140 E. 16th Avenue
Columbus, OH 43201
(614) 299-4193

Linden Park IGE School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Individually Guided Education (IGE) at Linden Park Alternative School offers a program of individualized instruction for each child through a special system for managing educational resources. The open space school is organized into learning communities composed of students in a three-year age span, teacher, an aide and a learning community leader. This organization encourages the best use of individual teacher talent and interest and cooperative decision-making in planning for instruction. Tests and observations to measure pupil skills and knowledge in basic subject areas are used as a basis for a variety of student groups and learning situations. Specific activities and materials are provided each student according to achievement level, style and rate of learning.

Program staff: Principal and 15 teachers

Scope: The program has been operating since 1975 and is open to all city school children.

Number of individuals served: 425 elementary students in grades K-5

Number of schools served: Headquartered at one school

Evaluation reports available: Yes

Descriptive materials available: Brochure available

For further information, contact:
Lois Camealy, Principal
Linden Park I.G.E. School
1400 Myrtle Avenue
Columbus, OH 43211
(614) 268-6131

Middle & Junior High School Mini-Grant Alternative Program

Agency:
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Brief description: The purpose of the program is to provide an alternative program at the local school for students who experience difficulty in adjusting to the regular classroom setting and are a disruptive influence in the classroom. The philosophy is that most students--with appropriate materials, a closer student-teacher relationship, and appropriate counseling--can learn to function more successfully. The instructor works with the student assigned to him or her on: completing regular classroom work, working in special academic and behavioral areas the student needs, meeting with other special-help people, and returning to the regular classroom as soon as the student is able. Follow-up assessment on the progress of students when they are returned to the regular program, parental contacts, continued counseling, and assistance as needed are also facets of the program.

Program staff: Director, 23 local school people

Scope: Initiated as a mini-grant alternative program for junior high students in 1975 and expanded to include other secondary schools in 1983, it continues to be an effective in-school alternative to suspending disruptive students for both middle and senior high schools.

Number of individuals served: Approximately 2,500

Number of schools served: 22

Evaluation reports available: Annual reports

Descriptive materials available: Guidelines and program proposal

For further information, contact:
David Jones, Jr.
Director of Secondary Program
Metro Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Monroe Traditional Middle School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Monroe is a school in which students, teachers and parents are united and directed by a common traditional philosophy that emphasizes: instruction in the basic skills through teacher-directed formal learning experiences, homework, strict grading practices and established routines; traditional values through a discipline system with specific standards for student conduct, conformity to rules, respect for authority, citizenship, honesty, patriotism, correction, and recognition; parent involvement in the student's education by support of school program and functions, a strong parent-teacher organization, individual home-school conferences, and encouragement of a visitation and volunteer program; staff excellence through a common traditional teaching philosophy, high expectations for students, improvement through staff development compatible with school goals, and commitment for success.

Program staff: Principal, assistant principal, counselor, librarian, and 23 teachers

Scope: Program began 1982. It is open to all city middle school students.

Number of individuals served: 490 students, grades 6-8

Number of schools served: Program is headquartered at one school.

Evaluation reports available: Yes

Descriptive materials available: Brochure available

For further information, contact:
Lynn Boetcher, Principal
Monroe Traditional Middle School
474 N. Monroe Avenue
Columbus, OH 43203
(614) 253-2775

Museum Programs

Agency:
Wichita Public Schools
Educational Services Building
640 North Emporia
Wichita, KS 67214

Brief description: Since 1975, the Office of Museum Programs of the Wichita Public Schools has been in charge of an interpretative museum education program for 45,000 public school students in the metropolitan Wichita area. Operating within the Curriculum Services Division, the Office of Museum Programs designs and constructs two- and three-dimensional exhibits and media programs that circulate among the Wichita schools. The traveling exhibits program services secondary and elementary schools with 45 separate framed exhibits. The Mobile Craft Museum of pioneer and ethnic crafts allows approximately 7,000 students each year to participate in up to 25 different craft demonstrations. The Mobile Science Museum and Mobile Trading Post reach approximately 14,000 students a year with environment-related activities; the latter provides students in grades K-6 with the opportunity to barter and trade natural history collectibles.

Program staff: 4

Scope: Citywide

Number of individuals served: 45,000 elementary and secondary students

Number of schools served: Approximately 100

Evaluation reports available: Mobile Science Museum; Mobile Craft Museum; Mobile Trading Post Museum; One-Room Schools; Local museum evaluations on museum-school related tours.

Descriptive materials available: Kansas Museums Directory; Guides on Teaching in A One-Room School and 1890's Classroom; Various resource and curriculum guides on cultural heritage subjects; Exhibits and kits brochure; History of Kansas; McGuffey's Readers; Slide/tape programs; Teacher resource documents, Teacher Museum-School information sheets, and Mobile Museum guides.

For further information, contact:
Paul Chancy Oberg, Supervisor
Office of Museum Programs
Wichita Public Schools
Educational Services Building
640 North Emporia
Wichita, KS 67214
(316) 268-7752

Oakland Park Traditional School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Traditional education at Oakland Park provides each student with a teacher-directed program that focuses on skills and academic excellence. Teachers work basically with students in self-contained classrooms, individualizing for remediation and acceleration as the needs of students dictate. Programs stressing cultural and educational values are periodically interwoven into the school's curriculum at each grade level, enabling students to develop an appreciation of the fine arts. Teachers encourage integrity, self-application, patriotism, and respect for authority in all aspects of the students' educational experience. The school firmly believes that a disciplined mind, in a disciplined body, functions most effectively. Thus the school stresses responsibility for one's actions in addition to encouraging scholarly achievement and values that lead to healthful and productive living.

Program staff: Principal and 14 teachers

Scope: The program began in 1975. It is open to all city school students residing north of Fifth Avenue.

Number of individuals served: 397 students, grades K-5

Number of schools served: Headquartered at one school

Evaluation reports available: Yes

Descriptive materials available: Yes

For further information, contact:
Eleanor DeLoache, Principal
Oakland Park Traditional School
3392 Atwood Terrace
Columbus, OH 43224
(614) 268-8656

Southwest Cluster, Elementary Skills Magnet School

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Southwest Cluster program is an elementary science and math magnet comprising three elementary schools. Each of the three schools houses kindergarten and two of the six elementary grades. Students attend all three schools as they progress throughout the grades. The clustering of the schools into a magnet program is part of the district's desegregation plan. The major purpose is to provide an enriched educational experience in science and mathematics that would (a) be attractive to parents and students; (b) retain area students in the public schools; and (c) attract new students to the public schools.

A science and mathematics lab was created in each school. Each lab is staffed by a teacher and a full-time aide. Classroom students in each building attend the science and math lab on a regularly scheduled basis. The lab concept is designed to permit 3 adults to work with the students so as to provide greater flexibility in lab activities and to facilitate the integration of lab with regular classroom activities. Field trips comprise an important component of the lab program.

The Cluster program began with ESAA funds in 1979-80 and has been in place with some modifications since then. The program is presently supported by 50/50 Chapter II/district funding. The science and math lab concept has not been replicated by other schools as of yet.

Program staff: 1 of the principals coordinates the entire cluster program; 1 lab teacher and 1 lab aide per school; and 30 classroom teachers in 3 schools

Scope: All students in 3 elementary schools

Number of individuals served: Approximately 1,000, K-6

Number of schools served: 3 elementary schools

Evaluation reports available: Annual evaluation reports

Descriptive materials available: Contained in evaluation reports

For further information, contact:
Dr. Edythe Darton, Principal
Cook Elementary School
7302 Pennsylvania
Kansas City, MO 64114
(816) 523-0500

Specialty Elementary Magnet School: Frost Lake School for Technology

Agency:
St. Paul Public Schools
360 Colborne
St. Paul, MN 55102

Brief description: Frost Lake school of Teachnology is a city-wide magnet school emphasizing the science of teaching and learning. The curriculum and method of instruction are designed to include appropriate education for the future. This design helps students be aware of what it will be like in the future and also teaches skills that will be required at that time. As part of preparing students for the future and the information age, there will be multiple use of the latest technology. Many students will use computer-based and computer assisted instruction. The Frost Lake School of Technology will serve as the laboratory school for the district. Teachers from throughout the district will come for one-week workshops to learn techniques and observe methods of teaching.

Program staff: regular, specialized; all inserviced in specialty

Scope: K-6 students district-wide

Number of individuals served: 440

Number of schools served: 1

Evaluation reports available: No; first year of program.

Descriptive materials available: "Specialty Magnet Schools Information, Alternative Schools - Elementary Schools"

For further information, contact:
Charmaine Robinson, Principal
Frost Lake Magnet School
1505 East Hoyt Avenue
St. Paul, MN 55106
(612) 774-6031

Specialty Elementary Magnet School: Hill School for Gifted-Talented

Agency:
St. Paul Public Schools
360 Colborne
St. Paul, MN 55102

Brief description: Hill Gifted and Talented Magnet will offer a comprehensive educational program for a diverse group of academically talented and gifted students. The student population will include minorities, majorities, handicapped and high potential learners. Learning will take place at an accelerated pace for children in grades 1 through 6. There will be a nomination screening and assessment process to determine the students' elilgibility for the program. Parents will apply for the program using the application form.

Program staff: Regular, specialized; all inserviced in specialty

Scope: K-6 students district-wide

Number of individuals served: 444

Number of schools served: 1

Evaluation reports available: No; first year of program

Descriptive materials available: "Specialty Magnet Schools Information, Alternative Schools - Elementary Schools"

For further information, contact:
Dr. Dolores Henderson, Principal
Hill Magnet School
998 Selby Avenue
St. Paul, MN 55104
(612) 645-0866

Specialty Elementary Magnet School: Longfellow School for Humanities

Agency:
St. Paul Public Schools
360 Colborne
St. Paul, MN 55102

Brief description: Humanities Magnet School at Longfellow will offer a unique kindergarten through grade 6 liberal arts program where the academic skills of reading, writing, methematics and critical thinking are mastered in an interdisciplinary setting. The program will use an inquiry approach to give children knowledge and understanding of world cultures through history, literature, and the arts. Emphasis will be placed on content and on a delivery system which will include basic skills as well as language/literature, fine arts and history/social studies. Staff will divide the school year into various themes; for example, architecture and basic skills will be taught using such themes.

Program staff: Regular, specialized; all inserviced in specialty.

Scope: K-6 students district-wide

Number of individuals served: 421

Number of schools served: 1

Evaluation reports available: No; first year of program

Descriptive materials available: "Specialty Magnet Schools Information, Alternative Schools - Elementary Schools"

For further information, contact:
Jerald Shannon, Principal
Longfellow Magnet School
318 Moore Street
St. Paul, MN 55104
(612) 645-3937

Specialty Elementary Magnet School: Maxfield and Galtier Schools for Science-Mathematics-Technology

Agency:
St. Paul Public Schools
360 Colborne
St. Paul, MN 55102

Brief description: The Science, Mathematics, and Technology Magnet program at Galtier and Maxfield is designed for students in kindergarten through grade 6 (Maxfield K-3 and Galtier 4-6). The magnet will incorporate the latest technology of computers, video, robotics, science and satellite communication to assist instruction in the basic curriculum of reading, mathematics and science. Laboratories for basic skills, science and computers are designed to introduce students to the learning processes using the latest technology. Classroom teachers will coordinate their curriculum with that of the laboratory instruction.

Program Staff: Regular, specialized; all inserviced in specialty

Scope: K-6 students district-wide

Number of individuals served: Maxfield, 422; Galtier, 320

Number of schools served: 2

Evaluation reports available: No; first year of program

Descriptive materials available: "Specialty Magnet Schools Information, Alternative Schools - Elementary Schools"

For further information, contact:
Robert Miller, Principal
Maxfield Magnet Schools
380 North Victoria Street
St. Paul, MN 55104
(612) 224-5493

Dennis St. Saver, Principal
Galtier Magnet School
1317 Charles Avenue
St. Paul, MN 55104
(612) 646-4854

Specialty Elementary Magnet School: Mississippi School for Creative Arts

Agency:
St. Paul Public Schools
360 Colborne
St. Paul, MN 55102

Brief description: The Mississippi Elementary Creative Arts School is designed for students in kindergarten through grade 6 who will benefit from an arts-oriented learning environment as well as for students who have special talent in the creative arts. Students will receive instruction in visual arts, dance, drama, creative writing, vocal music, band and strings. These art areas will also be incorporated into the basic skills curriculum as a vital component of the student's total educational program.

Program staff: Regular, specialized; all inserviced in specialty

Scope: K-6 students district-wide

Number of individuals served: 416

Number of schools served: 1

Evaluation reports available: No; first year of program

Descriptive materials available: "Specialty Magnet Schools Information, Alternative Schools - Elementary Schools"

For further information, contact:
Judith Brzinski, Principal
Mississippi Magnet School
1575 L'Orient Street
St. Paul, MN 55117
(612) 488-7253

Stewart Traditional School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Stewart Traditional Alternative School provides a high quality basic academic program using traditional teaching methods. The curriculum emphasizes student achievement in the basic subjects of reading, language, mathematics, and writing, as well as the social and natural sciences. Students are organized into self-contained units that focus on mastery of the basic skills. In addition, citizenship is emphasized throughout the year by use of common themes at all grade levels. Attention is also given to specific standards of student behavior and values such as hard work, honesty, patriotism, and respect for authority. Parents are expected to support and reinforce the goals of the school and its program.

Program staff: Principal and 24 teachers; other support personnel

Scope: The program began in 1975. It operates as one of two alternative traditional schools in the district.

Number of individuals served: Approximately 360 students, grades K-6

Number of schools served: 42 (headquartered at one school)

Evaluation reports available: Yes

Descriptive materials available: Brochures available

For further information, contact:
Clinton Hickman, Principal
Stewart Alternative School
40 E. Stewart Avenue
Columbus, OH 43206
(614) 443-7401

Swinney/Volker Community Oriented Magnet School

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 63106

Brief description: The Elementary Community Oriented Magnet School is comprised of two elementary schools: Swinney, grades 1-4 and Volker, grades 5-6. Both schools have kindergartens and a variety of special education rooms. The program was designed to improve student attitudes toward school and math, reading, and science achievement. The main feature of this program is the lab concept. A lab consists of a series of 1-1/2 to 2-hour sessions focusing on a single topic. Topics have covered a broad spectrum. Each student selects five different four-week labs through the school year. Teachers receive planning time prior to each lab session. Labs meet three afternoons each week. Field trips, speakers, or special activities are part of most labs. The program was implemented with ESAA funds in 1978-79 and has been in place with some modifications since then. The program is presently supported by 50/50 Chapter II/district funds.

Program staff: 22 classroom teachers, 2 instructional assistants, and 1 community coordinator

Scope: All grade 1-6 students at Swinney and Volker elementary schools

Number of individuals served: Approximately 450 students in grades 1-6

Number of schools served: 2 elementary schools

Evaluation reports available: Yes

Descriptive materials available: Contained in the evaluation reports

For further information, contact:
George Hatter, Principal
Volker Elementary School
3715 Wyoming
Kansas City, MO 64111
(816) 931-2112

Section 2

Programs in Arts Education

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Aesthetic Education Program

Agency:
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

Brief description: In order to further the arts in education, Memphis City Schools worked with CEMREL, Inc., from 1972-1982 to implement an Aesthetic Education Program, which is aimed at stimulating creativity and self-expression as a direct part of the daily learning pattern in the classroom. Using Aesthetic Education materials developed by CEMREL and other supplementary materials by the classroom teacher, new dimensions of learning emerge for both students and teachers through studying rhythms, colors, sounds, emotions, patterns, and sensory impressions to the fullest. In 1974, the Aesthetic Education Learning Center (one of eight in the nation) was opened in several redesigned rooms at the Douglass Elementary School in Memphis. The Center is a focal point for a cooperative venture in aesthetic education between the Memphis City Schools and Memphis State University. Program activities include resources and consultant services, art-process experiences, demonstrations, performances by artists, displays and shows, visitations, materials-familiarization and inservice workshops, courses, and observations.

Program staff: Director, 2 staff members

Scope: Initiated in the 1972-73 school year, the program now involves more than 25 elementary schools (classroom teachers and K-6 students), Memphis State University faculty and students, specialists, parents, service groups, and the entire Memphis community.

Number of individuals served: 12,000

Number of schools served: 26 (others involved through workshops, etc.)

Evaluation reports available: To date, all evaluation has been done by CEMREL, Inc., but a local evaluation is in the initial stages.

Descriptive materials available: Brochures: "Profile of Aethetic Education Program;" MSU Syllabus, Bibliography; "Aesthetic Education Handbook"

For further information, contact:
Alice H. Swanson
Memphis City Schools
2597 Avery Avenue, Room 140
Memphis, TN 38112

"Art's Alive at Five"

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: "Art's Alive at Five" is presently in its fourth successful year. The result of a partnership between the Columbus Museum of Art and the Columbus Public Schools, the fifth grade art program offers children and teachers experiences in art appreciation, art history, studio arts, and information about careers in art. Each class visits the museum and the School for Visual Arts (SVA) at Fort Hayes Career Center for an orientation session. After this initial visit, classes are scheduled to return to the SVA to have a morning of hands-on activities in one or more of the studios. Classroom teachers are expected to prepare children for their visits by showing slides provided by the museum and the school system. At the museum, children are taken on tours in small groups led by trained docents. The docents and the SVA staff work together closely to provide children with better understanding of the connections between what they see at the museum and the process of making art, which they observe and experience at the SVA.

Because the primary responsibility for instructing fifth grade children in art resides with the classroom teacher, additional support based upon the "Art's Alive at Five" format has been developed. For example, each fifth grade teacher has received a kit or package of supplementary materials designed to extend the museum and SVA experiences. These materials range from simple paper and pencil word games to hands-on projects which can be done in the classroom setting. Two teachers assigned to work with the fifth grade art program as their primary responsibility are available to go into individual schools to extend the fifth grade art program concept. Assistance can vary from conducting workshops for teachers to team-teaching with classroom teachers an actual art lesson in the classroom.

Teachers new to the fifth grade level attend an inservice at the Columbus Museum of Art to receive background information about the program, supplementary materials, and tour the museum. All principals of intermediate grades attended a similar inservice in the fall of 1984. The response was highly positive, and a better understanding of the importance of this unique and extensive art program was gained. Through a grant, the Columbus Schools also extended the fifth grade art program by funding a proposal by the "Art's Alive at Five" staff to work with three intermediate schools and create three permanent art works, each designed and executed by fifth grade students (with the exception of one school's final art work, a steel sculpture, which was executed from a student's design by two professional artists!).

Program staff: Coordinator (1/4 time) and two teachers (each 3/4 time)

Scope: Students and teachers of fifth grade level, which includes all intermediate level special education

Number of individuals served: Approximately 5,600 students for 1985-86; approximately 200 teachers for 1985-86

Number of schools served: 41

Evaluation reports available: Yes; classroom teacher evaluations done each year.

Descriptive materials available: Sample materials from packages; slides; art work from hands-on experiences.

For further information, contact:
Judith Hagan
SVA Coordinator
(614) 464-4591

Children's Education for the Fine and Performing Arts

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The program provides financial aid for those students who are unable to pay for Fine and Performing Arts activities that are available to all students in the school district. The grant of approximately $4,000 is made annually to the school district through the Municipal Art Commission of Kansas City, Missouri. Program monies help pay for admission fees to the Philharmonic Young Person's Concerts for Young Audiences programs in the schools, for transportation of students to worthwhile events, for entrance fees for music students to enter district and state contests, to defray expenses for membership in the Missouri All-State Band, Orchestra or Chorus, for scholarships for talented students to attend Nelson Art Gallery classes.

Program staff: Coordinator of Fine and Performing Arts administers the fund.

Scope: All students, K-12

Number of individuals served: All students in need of financial help

Number of schools served: 70, elementary and secondary

Evaluation reports available: Contact program coordinator.

Descriptive materials available: Contact program coordinator.

For further information, contact:
Leonard Pryor, Coordinator
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Education in the Arts

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Education in the Arts program is intended to increase the exposure to the arts of the children at the elementary level through an enriched, intensified arts program. Nelson Art Gallery volunteers provide workshops for teachers whose students then make a planned visit to the art gallery. Follow-up visits in the schools are made with teachers and students by the volunteers. The program began in 1978 through a three-year grant from the Junior League of Kansas City, Missouri.

Program staff: Coordinated through Central Office personnel; workshop training provided by volunteers through the Learning Exchange.

Scope: All third grade students

Number of individuals served: Approximately 1,750 third grade students; approximately 70 teachers

Number of schools served: All elementary schools with third grade

Evaluation reports available: Contact program coordinator.

Descriptive materials available: Contact program coordinator.

For further information, contact:
Leonard Pryor, Coordinator
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Learning Through the Arts

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The goal of the LTA program is to create greater interest and appreciation for the visual and performing arts, thereby enlarging the arts audience in the community. The LTA objective is to fuse the traditional classroom educational experience with the arts experience by linking arts presentations to instructional curriculum areas. Through LTA, teachers are trained to use arts resources as instructional tools. The program brings artists into the classroom in the workshop setting to interact with students and teachers. These classroom arts experiences are then concluded with a performance by the artists or with a visit to the museum of fine arts. Such artistic components as American Jazz, Opera, Dance Forms and Symbolism in the Fine Arts are fused with such academic areas as social studies, creative writing mathematics, and language arts. Beyond the presentations by artists, it is then the responsibility of the teachers to integrate these aesthetic qualities and techniques of the artist into the instructional presentations.

Program staff: Teacher and principal at the school level; staff from the Young Audiences and Learning Exchange to coordinate artists and training

Scope: All fourth and fifth grade students

Number of individuals served: Approximately 250 fourth grade students

Number of schools served: 3

Evaluation reports available: Contact Program Coordinator.

Descriptive materials available: Contact Program Coordinator.

For further information, contact:
Leonard Pryor, Coordinator
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Michigan Very Special Arts Festival (MVSAF)

Agency:
Michigan Department of Education
Special Education Services
Box 30008
Lansing, MI 48909

Brief description: MVSAF is currently in its fourth year and is focused as an inservice project to encourage the use of the arts, for themselves as well as for a tool to be used in the educational process for handicapped children and youth. Twenty sites, networked through local and intermediate school districts, develop individual programs that need unique local needs and utilize community and edcuational resources in the provision of: (1) inservice training to all professionals in arts and special education, (2) artist in the classroom for intensive, in-depth arts process experiences and training for children and their teachers, (3) resource identification for community individuals and agencies to expand their cultural activities to "special" students.

Program staff required: 1 part-time coordinator; 2-5 interested committee members for planning.

Scope: Twenty individual sites include cities, townships and counties, etc. Audience is focused on special education students and educators, as well as arts educators, administrative personnel and community individuals and agencies with related interests and services.

Number of individuals served: 15,000 students and 3,000 educators and others for fiscal year 1982-83

Number of schools served: Hundreds of schools throughout their districts.

Evaluation reports available: State-wide evaluatation data collected annually; individual sites evaluate specific programs and activities.

For further information, contact:
Marcy Auster, State Coordinator
Michigan Department of Education
Special Education Services
Box 30008
Lansing, MI 48909
(517) 373-6309

Essential Performance Objectives for Music Education

Agency:
Michigan Department of Education
Bureau of School Services
Instructional Specialists Program
Box 30008
Lansing, MI 48909

Brief description: This document provides guidelines for school administrators, classroom teachers, music consultants and elementary and secondary music teachers as they design programs and teaching units. It has been the commitment of the State Board of Education that music is an essential part of education which should be taught within itself--as a subject in the curriculum--as well as be integrated comprehensively into the total curriculum package.

For further information, contact:
Julie A. Nicol, Fine Arts Specialist
Department of Education
Bureau of School Services
Instructional Specialists Program
Box 30008
Lansing, MI 48909

Section 3

Programs in Basic Skills--Reading, Writing, Thinking, Mathematics

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Academic Gaming

Agency:
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Brief description: The Academic Games Program uses instructional gaming as an effective tool for evidencing both motivation and achievement in learning subject area concepts and skills. Students participate in both in-school and after school gaming activities utilizing a combination of higher order thinking skills, competition, and cooperation. The program creates an interdependency among students (teams) and makes it possible for all students, despite different learning rates, to have an equal chance to succeed at an academic task. The premise is that students like to play games, to be on a team, to compete in team play, and to have a chance at winning.

Instructional techniques include small groups, peer teaching, interdependent research, instructional games, and tournaments. Teams compete within schools, in city-wide and state tournaments, and in the National Academic Games Olympics. Games utilized in the program are "Mathematics: Equations, On-Sets," "Language Arts: Linguishtik, On Words," "Social Studies: Ameri-Euro Card, Mr. President, Propaganda/Strange Bedfellows," and "Logic: Wff'N Proof."

The Academic Games Program has been in operation in Detroit since 1977. It involves upper grade elementary, middle, and high school students. Detroit students have won many state and national championships, especially in mathematics. Many educational projects have come and gone during the past eight years. There are at least two good reasons why the Academic Games Program has persevered: first, the constant upgrading and improving of the games themselves and, second and most important, the commitment and dedication of the participants, both students and teachers.

Program staff: Supervisor, acting supervisor, regional middle school mathematics specialists

Scope: Begun in January 1977, the program involves elementary, middle, and senior high students.

Number of individuals served: Approximately 1,000 students

Number of schools served: Approximately 45

For further information, contact:
Gloria W. Jackson, Supervisor
Middle School Mathematics
Detroit Public Schools
932 Schools Center
5057 Woodward Center
Detroit, MI 48202
(313) 494-1615

Assessment of Basic Curriculum Skills (ABCS)

Agency:
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Brief description: The Assessment of Basic Skills testing program assesses essential skills in reading, writing, and mathematics to help insure mastery of grade level competencies by each student. Test results for each child and grade provide direction for strengthening the instructional program for children by stimulating the development and revision of materials which are articulated with objectives measured by the ABCS.

Scope: Beginning in the 1982-83 school year, the ABCS was administered to students beginning in PI through grade 5; in 1983-84 to students in grades 6-8. The ABCS has been equated to the California Achievement Tests, Form C. For Chapter I reporting purposes, the ABCS are reported using equated NCEs.

Number of individuals served: Grades 1-5, 79,329 students; grades 6-8, 47,670 students

Number of schools served: 177 elementary schools, 57 middle schools

Evaluation reports available: Results of ABCS tests in PI-Grade 8

Descriptive materials available: Detroit's Assessment of Basic Curriculum Skills (Information Packet); A Guide for Understanding ABCS; An Overview of Detroit's Assessment of Basic Curriculum Skills; Detroit's Assessment of Basic Curriculum Skills Test Specifications Primary I-grade 8

For further information, contact:
Mrs. Sharon Johnson-Lewis
Detroit Public Schools
103 Schools Center Annex
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-2022

Basic Skills

Agency:
Department of Education
550 Cedar Street
St. Paul, MN 55101

Brief description: Basic Skills are often seen by teacher, parents, and the public as the cornerstones of education, and they are. However, the Minnesota Basic Skills Program provides more than a "back to basics" approach. This comprehensive program is concerned with mastery of the whole, not parts; increased expectations, not minimum requirements; and program building, not an isolated inservice. Basic literacy is the starting point, not the goal of the program.

Minnesota legislation defines Basic Skills as: listening, speaking, writing, reading, and mathematics. Although these areas form the core content for the inservice training, there is an integrated emphasis on thinking, comprehension, problem-solving, and technology--skills especially needed to copewith the complexity of ideas and issues in society.

The primary focus of the program can be defined by the following goals: (1) Review content and process related to student expectations; (2) Share research-proven, effective practices; (3) Expand and develop teaching skills; (4) Explore instructional organization and management of the program; (5) Identify and develop resource materials; (6) Explore relationships among the basic skills and encourage their instruction across the curriculum; (7) Assist in program and staff development.

The inservice training provides participants with first-hand experiences in the learning process. Teachers are then encouraged to model the process, consequently providing for students' active involvement in applying basic skills in a meaningful way. Processes, more then products, are emphasized throughout the long-term (10-12 days) inservice training.

Although follow-up services are defined by school and district needs, they are frequently concentrated in the areas of program building, staff development, and resource services. In the early stages of curriculum development, there is assistance with program review and long-range planning. As the local program becomes more developed, staff needs which require updating and retraining of skills are provided. Location and development of resources can be requested at any time throughout the curriculum development process.

To sum it up, the Minnesota Basic Skills Program is assisting public and non-public schools in program review, planning, development, implementation, and evaluation.

Program staff: Seven Basic Skills Specialists are located regionally in Minnesota and work directly with the districts and non-public schools in their respective regions.

Scope: This program instructs representatives from districts and non-public schools who have been designated as local basic skills directors.

Number of individuals served: 914

Number of schools served: 269 public school districts and 40 non-public schools.

Descriptive materials available: Some Essential Learner Outcomes/Language Arts, Some Essential Learner Outcomes in Mathematics, Some Essential Learner Outcomes in Reading

For further information, contact:
Pat St. Martin
641 Capitol Square Bldg.
550 Cedar Street
St. Paul MN 55101
(612) 297-2657

Chapter I Corrective Reading

Agency:
Wichita Public Schools
640 North Emporia
Wichita, KS 67214

Brief description: The goals of the corrective reading program are to improve basic reading skills and to improve the self-concept of the students involved by strengthening work skills and habits, providing library media, and encouraging home reading. It has been very successful in meeting its goals, having shown a mean gain of 3.8 for grades 1 through 6, and 2.6 NCE points for students in grades 2 through 6. The reason for the larger gain in grades 1 through 6 is that many first graders were repeaters.

Program staff: A director of reading, an elementary reading specialist, a corrective reading teacher for each school

Scope: The program started in 1966 and is citywide in scope.

Number of individuals served: Students in grades 2-6 in public school and grades 2-6 in parochial schools

Evaluation reports available: Yes

Descriptive materials available: Chapter I Corrective Reading in Wichita (a flyer for educators); a flyer for parents, an abstract; Team Approach to Reading Sucess (handbook); Wichita Management System for Reading; Behavorial Objectives (elementary); Band Aids for Reading Aides (handbook); Chapter I Parent Advisory Council (flyer)

For further information, contact:
James Howell, Director of Reading
Chapter I Corrective Reading
1847 N. Chautauqua
Wichita, KS 67214

Chapter I Elementary Mathematics Management System

Agency:
Wichita Public Schools
640 North Emporia
Wichita, KS 67214

Brief description: This remedial mathematics program serves Chapter I students in grades K-6 and showed an average gain of 6 NCE points over the 1984-85 school year. The management materials that have been developed for use with the program include a set of objectives, a skills checklist, a set of teaching activities using Piaget's concept of moving from concrete to abstract stages of development, and criterion referenced books for each objective. This management system has been computerized for maximum efficiency.

Program staff: 6 math specialists work with teachers while paraprofessionals work with students in small groups

Scope: The program was piloted in 1970 in one building with three teachers. It is now city-wide in scope.

Number of individuals served: 2863

Number of schools served: 32

Evaluation reports available: Yes

Descriptive materials available: A brochure describing the philosophy of the program and the components of the management system

For further information, contact:
Ed Schroeder, Coordinator of Mathematics
Wichita Public Schools
640 North Emporia
Wichita, KS 67214

Chicago Mastery Learning Reading Program

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Chicago Mastery Learning Program (CMLR) is a method of instruction in grades K-8 based on the mastery learning model developed by University of Chicago Professor Benjamin Bloom. Chicago Mastery Learning Reading instruction begins with whole group instruction to all students in the class. After this whole group instruction, students are tested on the material. Students who pass the test are provided with "enrichment" activities, and those who fail are taught the same concept using an alternative strategy and then retested. The students remain with their regular classroom teacher for most subjects but go to another teacher for CMLR reading instruction appropriate to their reading level. The CMLR is being used in the elementary schools as a supplement to the Houghton-Mifflin basal reader.

Program staff: No special staff. Principals and teachers are provided pre-service and inservice training.

Scope: Students in grades K through 8

Number of individuals served: approximately 14,000 elementary and junior high students

Number of schools served: 37 elementary schools and 3 junior high schools

Evaluation reports available: Annual evaluation reports

Descriptive materials available: Annual evaluation reports include descriptions.

For further information, contact:
Pam Peppers
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

A Comprehensive Communications/Reading Program

Agency:
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Brief description: The Communications/Reading Program is designed for grades K-12, with eight proposed components having several "prongs." All of these prongs contain learning-teaching modules consisting of combined inservice and facilitating guides and an evaluation design for each. Materials are available to introduce skills and to give practice for mastery. Maintenance is tied to the textbooks of any series and to student-created materials.

Program staff: Director, 3 staff members

Scope: The project is aimed at the general school population, with a design for prongs for the gifted and for survival reading. The 1977-78 pilot program served two elementary, one junior high, and one senior high schools. Since June 1978, approximately 5,700 teachers (K-12) have received inservice in one or more of the following modules: Word Recognition; Word Meaning; Imaginative Reading; Evaluative Reading; Study Skills, Comprehension; Reading in the Content Area: A Functionary; Reading in Art; Oral Interpretation; and Poetry.

Number of schools served: Approximately 95% (K-8) and 60% (K-12) of schools have 1 or more teachers who have had inservice.

Evaluation reports available: June 1978; some partial, informal assessments on inservice

Descriptive materials available: Yes

For further information, contact:
Dr. Helen Brown
Director of Elementary Programs, K-8
Metro Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Comprehensive School Mathematics Program

Agency:
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Brief description: Using child-oriented situations and a wide variety of manipulative and visual aids, this program teaches computational concepts and skills, plus topics in geometry and probability, to elementary school children. The problem-solving abilities gained by students are this program's greatest strength. The program has existed since 1973, largely because of parental support; some parents and parental groups buy the materials themselves.

Program staff: Supervisor

Scope: Serving Detroit's multi-racial, multi-ethnic population at every economic level since 1973

Number of individuals served: 2,200

Number of schools served: 10

Evaluation reports available: McREL Evaluation Report 1-B-6 - unpublished. McREL 1981 report on second grade testing and 1982 on third grade are available.

Descriptive materials available: Verbal or written reactions of teachers, administrators, and parents in project schools. Information packet available from McREL, 470 N. Kirkwood, St. Louis, MO 63122.

For further information, contact:
Theresa Denman
Detroit Public Schools
932 Schools Center
5057 Woodward Avenue
Detroit, MI 48202

Content Reading - Vocational

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This material is an extensive revision of a previous project - Improving Reading Comprehension Through the Content Approach, Grades 7-12. The new material is intended for vocational teachers of grades 9-12. The 30-hour inservice training package consists of a Training Manual, 3 sound/slide or film-strip presentations, a set of color transparencies, a Trainer's Guide, and model materials written and used by vocational teachers. The inservice program is designed to improve vocational students' reading-thinking skills by helping teachers write intructional materials.

Program staff: 1 teacher-trainer

Scope: Sixty-one Cincinnati vocational teachers were trained with this material in June 1983. The material is designed for group or self-instruction. The project was part of the Ohio State Department of Education's adoption Program for the 1982-83 school year. The Canton City Schools have purchased the project.

Number of individuals served: 85 teachers, 6,500 students

Number of schools served: 7

Evaluation reports available: Summer 1983 evaluation reports

Descriptive materials available: Brochure, price list, display, 3 slide/tape shows

For further information, contact:
M. Lynne Smith
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Diagnostic Prescriptive Reading System 1-6

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The Diagnostic Prescriptive Reading (DPR) System was developed as an ESEA Title IV-C developmental grant, 1976-1979. The program aims at improving the reading performance of under-achieving students through remediation of specific problems in perceptual, educational, behavioral, sociological, and physical areas. The DPR System contains validated materials and procedures for identifying under-achievers and diagnosing specific problems in the aforementioned areas. The diagnosed problems are remediated by using appropriate prescriptions from 100 project-developed prescriptive units comprising approximately 500 prescriptive activities, 500 prescriptive variations, annotations to 1,500 prescriptive resources, and references to popular basal reading series. The program also contains a self-instructional training package for teachers.

Program staff: Trainer, facilitator, teachers

Scope: This project serves elementary school students showing under-achievement in reading.

Number of individuals served: 500

Number of schools served: 11

Evaluation reports available: Project Termination Report of September 1979

Descriptive materials available: Brochure, price list

For further information, contact:
Zulfiquar Ahmad, Project Director
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Diagnostic Prescriptive Reading System, Secondary Level

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This ESEA Title IV-C development project (1980-82) has been designed to help secondary school students (grades 7-12) whose reading proficiency is below the functional level. The system (a) identifies these students; (b) diagnoses the areas of specific problems and skill deficiencies contributing to low reading performance; (c) offers prescriptive materials in five subject areas (reading, English, mathematics, social studies, and science) to overcome specific problems; (d) improves reading performance; and (e) provides training materials for secondary school teachers in using diagnostic prescriptive intervention.

Program staff: Teachers

Scope: This project completed its second and final year of developmental work.

Number of individuals served: 1980-81: 174 students; 1981-82: 253 students

Number of schools served: 6 junior high/middle schools; 4 high schools; 1 school: grades 7-12

Evaluation reports available: Project Termination Report, September 1982

Descriptive materials available: Brochure, price list

For further information, contact:
Zulfiquar Ahmad
Resource, Planning and Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Elementary and Middle School Daily Oral Language/Written Experience (DOL/WE) Programs

Agency:
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Brief description: DOL/WE Programs improve the speaking and writing skills of children through a daily maintenance program that reinforces language skills previously taught or newly introduced. The major focus is on grammar, usage, capitalization, and punctuation. Spelling and enunciation are included but on a limited basis. The teacher writes two sentences on the board daily. Students read the sentences silently, then volunteer the needed corrections. After all corrections have been made, students are called upon to read the corrected sentences orally so that all can hear the correct structures. Students should not be required to copy these sentences. The emphasis is on oral correction and reading aloud the corrected example. Each lesson requires between five and ten minutes, and it should be done daily. Teachers can give written exercises every two or three weeks to ascertain students' progress.

Program staff: No additional staff

Scope: Involves all students grades K-8

Number of individuals served: 150,000 students

Number of schools served: All schools

Evaluation reports available: Pilot study report, 1979-80

Descriptive materials available: "Elementary Teacher's Guide," Set of 100 Practice Sentences, Pretests, and Posttests; "Middle School Teacher's Guide," Set of 100 Practice Sentences, Pretests and Posttests

For further information, contact:
Mrs. Barbara Coulter
Detroit Public Schools
922 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1601

High School Proficiency Program

Agency:
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Brief description: The Detroit High School Proficiency Program was initiated in 1979 as an instructional program for improving pupil learning in the fundamental skill areas of reading, writing, and mathematics. Focused instruction is provided in twelve commonly used competencies--four each in reading, in writing, and in mathematics. The competencies were selected by a broad-based committee of staff, students, parents, and employers. They have been carefully described, have had tests designed to measure them, and have had instructional materials developed to increase proficiency in the competencies.

Beginning with the graduating class of June 1981, Detroit high school graduates have been required to pass a proficiency examination in all three competency areas in order to receive an endorsement on their diploma indicating that these skills were mastered. Students who do not pass all three areas receive diplomas without the endorsement. Opportunities to take the examination are offered in grades 10, 11, and 12. Three major strategies are used to ensure that the twelve competencies are well taught and well learned. There is: (1) increased general emphasis throughout the curriculum; (2) special emphasis in a particular grade and subject for each skill; and (3) a remedial program including special classes during the regular school year and in summer school.

Program staff: For the first three years, one proficiency coordinator was assigned to each high school. No additional staff is now required.

Scope: All Detroit students

Number of individuals served: 190,000 students

Number of schools served: All Detroit schools

Evaluation reports available: Annual results of proficiency tests

Descriptive materials available: Program Manual (Teacher's Guide); Student Guide; Parent Guide; Practice Exercise Sets for each competency

For further information, contact:
Dr. Allen F. Zondlak
Detroit Public Schools
944 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1100

Improving Reading Comprehension Through the Content Approach, Grades 4-6

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This ESEA Title IV-C project had a two-year developmental period and was validated by the Ohio State Department of Education in 1981. The project's major goal was to produce a teacher training package designed to help intermediate teachers of language arts, mathematics, science, and social studies understand and apply the content approach to the teaching of their subjects.

The 30-hour inservice training package pilot tested during the 1978-79 school year and field tested during 1979-80 consisted of a 300-page Training Manual, three sound/slide or filmstrip presentations, a set of color transparencies, a set of reading posters for classrooms, and model materials written and pilot tested by intermediate project teachers in the language arts, social studies, science, mathematics, art, and music. In addition, a Trainer's Guide is available for use by one teacher in leading other teachers through the inservice training.

The Training Manual is the heart of the inservice program. Intended as a reference for the teacher long after the actual content reading workshop takes place, the manual consists of seven packets, each focused on a particular aspect of content reading methodology. After reading each packet, teachers are directed through a self-assessment designed to help them grasp and apply content reading ideas to their own textbooks. The inservice is designed to be very practical; teachers write materials for use with their students. With content reading materials and techniques, teachers learn to improve students' reading-thinking skills and their grasp of subject matter concepts simultaneously.

Program staff: 1 teacher-trainer

Scope: The project is in use in some elementary and middle schools in the Cincinnati Public Schools (CPS). The materials are used in a graduate-credit course in the CPS Professional Growth Institute. The project has been adopted by 19 Ohio school districts during the summer of 1982.

Number of individuals served: 9 teachers, 500 students (1978-79 pilot test year); 16 teachers, 1,000 students (1979-80 field test year)

Number of schools served: 9 (1978-79); 15 (1979-80)

Evaluation reports available: First and second year 7/1/79

Descriptive materials available: Brochure, price list, display, slide-tape presentation

For further information contact:
M. Lynne Smith, Project Coordinator
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Improving Reading Comprehension Through the Content Approach, Grades 7-12

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This ESEA Title IV-C developmental project produced a teacher-training package designed to help secondary teachers of English, mathematics, social studies, and science understand and apply the content approach to the teaching of reading-thinking skills. The 30-hour inservice training package consists of a Training Manual, three sound/slide or filmstrip presentations, a set of color transparencies, a set of reading posters, and model materials written and used by project teachers in each of the four major subject areas. In addition, a Trainer's Guide is available for use by one teacher leading others through the inservice training. The Training Manual is divided into seven sections, each dealing with a particular aspect of content reading methodology. After reading each packet, teachers are directed through a self-assessment designed to help them grasp and apply the packet's ideas to their own materials and methods. The inservice program is designed to take teachers through the same process they're being taught to utilize with students--motivational activities, guided reading, small group discussion, etc. With content reading materials and techniques, teachers learn to improve students' reading-thinking skills and teach subject matter concepts simultaneously.

Program staff: 1 teacher-trainer

Scope: The inservice training material is designed for use by a group of teachers or for self-instructional use by one or more teachers. It is suitable for teachers of any subject in grades 7-12.

This project is currently in use in eight Cincinnati public schools. The project materials are used in a graduate credit course as part of The Cincinnati Public Schools Professional Growth Institute, and also in a graduate credit course at Xavier University and The University of Cincinnati. The project has been part of the Ohio State Department of Education's Adoption Program and has been adopted by 90 school districts in Ohio. School districts in Michigan, Indiana, Illinois, Pennsylvania, and New York have purchased the project materials. The U.S. Army purchased the project for use in dependent's schools.

Number of individuals served: 22 teachers, 2,400 students

Number of schools served: 8

Evaluation reports available: First and second year evaluation reports

Descriptive materials available: Brochures, price list, display, slide/tape show

For further information, contact:
M. Lynne Smith
Educational Materials Pacs Section Head
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Louisville Writing Project

Agency:
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

Brief description: The Louisville Writing Project, a jointly sponsored project of the University of Louisville and the Jefferson County Public Schools, provides a five-week summer institute on writing for teachers followed by four Saturday meetings during the school year. The institute emphasizes ideas immediately practical for use in the classroom along with others that have the potential of school-wide instructional program improvement.

Teachers make presentations about their own successful lessons in teaching writing; co-directors and consultants discuss latest research in teaching writing, strategies for consulting with teachers, and strategies for implementing a writing program. Procedures are outlined for making a school-wide assessment of the writing competence of students. Using writing as a tool to improve learning in all subjects is also studied.

Program staff: 3 co-directors representing the University and the school district

Scope: 40 participants to date

For further information, contact:
Ms. Joan Shepler, Assistant Superintendent
Curriculum and Instruction
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Mathematics Improvement Project

Agency:
    Metropolitan Nashville Public Schools
    2601 Bransford Avenue
    Nashville, TN 37204

Brief description: This is a K-8 curriculum development project that is identifying skills and organizing them into an instructional sequence. The project is fully implemented in grades K-8. Teachers and principals have been heavily involved in the planning and development stages. The materials were field tested as they were developed, and revisions were made prior to full implementation.

Program staff: Project director, teachers, program assistant, principals

Scope: The project has been in operation since 1978 and is city-wide in scope.

Number of individuals served: 2,000 teachers and 45,000 students in grades K-8

Number of schools served: 102 schools at present

Evaluation reports available: Yes

Descriptive materials available: Yes

For further information, contact:
    Woodard Pigg
    Coordinator of Mathematics
    Metropolitan Public Schools
    2601 Bransford Avenue
    Nashville, TN 37204

National Writing Project-Metro Detroit

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The National Writing Project-Metro Detroit, a cooperative venture of Wayne State University and the Detroit Public Schools, will provide intensive training for teachers and long-range support in an ongoing professional developoment program. Teachers in the project become teachers of other teachers, multiplying the impact of their own training.

The Metro Detroit project follows the National Writing Project model. The model has been successful because it is teacher-centered. It recognizes that there are exemplary teachers--at all grade levels and in all disciplines--who have taught writing successfully and who know how to use writing to promote learning. During the summer institute, these teachers are brought together to demonstrate their own best practices, to examine the key literature and research in the field of written composition, and to experience the process of writing by writing a great deal themselves. The project model works because it recognizes the body of knowledge about writing that can come only from the classroom experience of successful teachers. Many writing project teachers have become leaders in their schools and districts where they plan and conduct inservice programs. In short, the writing project promotes the idea that the classroom teacher is central to any effort to achieve excellence in education.

Program staff: 1 director, 2 co-directors, advisors

Scope: Teachers (who deal with written composition) K-12 from the Detroit Metropolitan area

Number of individuals served: 30 teacher participants in the summer institute; in turn, these teachers train other teachers.

Number of schools served: Public and private throughout the metropolitan area

Evaluation reports available: Summary of reports available through National Writing Project/Bay Area Writing Project, School of Education, University of California, Berkeley, CA 94720, Attn: Sarah Warshauer Freedman, Assoc. Director.

Descriptive materials available: Brochures, fact sheets

For further information, contact:
Dr. Ronald N. Kar
Detroit Public Schools
922 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1602

(PAL) Play and Learn

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The program involves utilizing all parts of the interiors and exteriors of a school as creative learning centers. Nearly 90 graphics representing words, symbols, signs, and models are placed on the playground, in halls, and in the cafeteria. The objective of the project is to increase mastery in the basic skills, particularly in reading and mathematics. Knowledge, skill, and understanding acquired in the classrooms are reinforced. Local artists helped create many of the graphics. Teacher inservice was provided on the instructional use of designs. Teacher and parent manuals were developed.

Program staff: No special staff is needed. The participation of instructional staff, parents, students, and others is needed to create the graphics and the games to go with them.

Scope: All students in two district elementary schools

Number of individuals served: Approximately 750 K-8 students

Number of schools served: 2 elementary schools--Bancroft and Longfellow

Evaluation reports available: From the school principals

Descriptive materials available: Contact principal at Longfellow School

For further information, contact:
Marie McArthur, Principal
Longfellow School
2830 Holmes
Kansas City, MO 64109

Philosophy for Children

Agency:
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

Brief description: Philosophy for Children is a thinking skills program which originated at Montclair College in New Jersey. In an in-depth summer training program, eight Brown School teachers were trained by Dr. Fred Oscanyan and Ms. Brenda Richardson of the Berea Center of Philosophy for Children. In the classroom, students use specially written novels to spark discussions about reasoning, thinking, language, ethics, and society, with emphasis on logic, analytical skills, concept development, and many other higher level thought processes. Lessons are woven into the regular curriculum in language arts, social studies, and science. The Philosophy for Children program provides students systematic practice in performing and organizing reasoning/thinking skills. Reading, writing, and mathematics involve reasoning and are strengthened through the practice and coordination of the skills in the Philosophy for Children program. Funds for training, consultation, and materials were provided through a grant from National Endowment for the Humanities.

Scope: 1 school, grades 2 through 9

For further information, contact:
Mr. Douglas Proctor, Principal
Brown School
P. O. Box 34020
Louisville, KY 40232

Program in Minimum Competency

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: In response to recommendations of the 1976-77 Citizens' Task Force on Basic Skills, the Cincinnati Board of Education has developed a program for ensuring competence in the basic skills of reading, mathematics, and writing. This program includes the Minimum Competencies Test measuring student achievement in basic skills of reading, mathematics, and writing at grades 3, 6, 9, and 11; the Instructional Unit booklets containing developmental and practice activities for remediation of competencies not mastered; and reports by student, by class, and by school. Cincinnati uses the Cincinnati Instructional Management System to monitor student progress and produce the reports. The materials for the three basic skill areas of reading, mathematics, and writing may be used separately or as one program.

Program staff: Coordinator, classroom teachers, clerical support

Scope: The reading and writing programs were validated by the State Department of Education (1982). City-wide implementation of this program at the 3rd grade level was completed in the 1981-82 school year. The 6th grade program was implemented in 1982-83. 9th grade implementation city-wide was projected for 1983-84.

Number of individuals served: 1982-83, grades 3, 6, 9, 11: 9,301 students

Number of schools served: 1982-83, grades 3, 6, 9, 11: 118 schools

Evaluation reports available: Project Termination Report, August 1981

Descriptive materials available: Slide/tape presentation - an overview of the program, brochures, price list

For further information, contact:
Ruth Wernersbach, Director, Elementary Education
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Reading Road Quiz

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: Reading Road Quiz is a game show televised on Channel 56 (PBS) and simulcast on WDTR (90.9 FM) for motivating children to read widely from a pre-selected list of 50 children's literature books. A list of literature books is sent to all elementary and middle schools. Teachers can read the books aloud, or children can read them individually.

Each program consists of contestants from two elementary or two middle schools. The master/mistress of ceremonies asks questions, called clues, which relate to one of the listed books. Contestants who wish to answer press a button which sounds a buzzer and turns on a light positioned in front of her or him. If no one responds, a second clue easier than the first is read. A total of four clues is given. Each contestant receives three books for his/her personal library, and the winning school receives 25 books to add to its classroom collection.

Students who are not contestants may also receive free books by submitting postcards with their name, school and the title of a book they have read to Reading Road Quiz in care of Educational Broadcasting, 9345 Lawton, Detroit 48206. The postcards are drawn during the show, and a book is sent to the students whose cards are drawn.

Reading Road Quiz is taped in advance, and each show is broadcast three times during the week on Channel 56 and WDTR (90.9 FM) on Tuesdays from 9:35-9:55 a.m., Thursdays from 1:00-1:20 p.m., and Fridays from 1:15 to 1:35 p.m.

Program staff: Libraries and teachers prepare script.

Scope: All students in grades 3-8

Number of individuals served: All elementary and middle school students

Number of schools served: All elementary and middle schools

Evaluation reports available: The program has successfully motivated students to read and enjoy fine literature since its beginning in March 1978.

Descriptive materials available: Fact sheet and recommendations for playing Reading Road Quiz in the classroom.

For further information, contact:
Raymond P. Kettel or Delphine Hetes
Detroit Public Schools
Department of Language Education
816 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1591

Secondary Content Area Reading

Agency:
Michigan Department of Education
Box 30008
Lansing, MI 48909

Brief description: These materials present the reading objectives for ninth grade with sample of test items and example from three different content areas (social studies, science, and literature). There is then a step-by-step procedure for teaching the objectives in the content area and a variety of activities to reinforce the skill. Structured overviews and directed and guided reading activities are described in detail. The appendices are rich with information that the non-reading teacher needs to teach the reading objectives adequately. Copies are available from the State Department of Education.

For further information, contact:
Elaine Weber
Michigan Department of Education
Box 30008
Lansing, MI 48909

SUCCESS Program

Agency:
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

Brief description: SUCCESS is a language arts program implemented by approximately 75 teachers in 20 elementary schools in Jefferson County. The program functions as part of the country-wide reading program for elementary schools. Instead of working with traditional reading groups, the teacher works with the whole class and with each child individually during several lessons each day. Children in the SUCCESS Program write their own sentences, paragraphs, lists, stories, and letters every day, placing their writing in files so that they and their parents can see the day-by-day progress made. The Success Program provides for a 30-minute period each day for children to read books of their own choosing while the teacher holds individual reading conferences. SUCCESS classrooms contain newspapers, magazines, encyclopedias, maps, and a variety of textbooks. Students consult these resources to locate needed information and are taught to use all of the sources of printed information that will be available to them as adults.

Program staff: Regular classroom teachers assisted by 1 language arts specialist

Scope: A pilot project involving self-selected teachers in elementary schools

Descriptive materials available: Yes

For further information, contact:
Ms. Carol Hall, Reading Resource Teacher
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Teaching of Problem Solving (T.O.P.S.)

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The Teaching of Problem Solving (TOPS) Program is a mathematics program designed to improve the problem-solving skills of middle school students. It was initiated in 1981 in cooperation with the CEMREL Regional Education Laboratory.

In TOPS, students are confronted with a wide variety of problems arising from games, applications, and stories. The hand calculator is used extensively to strengthen and extend students' problem-solving abilities. TOPS materials are based on the belief that the development of reasoning abilities is closely related to the development of imagination, ingenuity, and intuition. Teaching strategies encourage creativity and allow freedom of exploration, while fostering sound intellectual habits.

Program staff: 2 Coordinators

Scope: The program is operational in 29 Chapter 1 schools and 2 non-Chapter 1 schools. There are 123 participating teachers. TOPS is the focus of instruction in the mathematics classrooms of these schools for one day per week.

Number of individuals served: Approximately 8,000 students

Number of schools served: 29 Chapter 1 schools and 28 non-Chapter 1 schools

Evaluation reports available: Annual Project Evaluation, 1983-84, prepared by John Curtin, Department of Evaluation & Testing, Office of Instruction Improvement, Detroit Public Schools

Descriptive materials available: TOPS Manual "T.O.P.S.," TOPS - "A Program in the Teaching of Problem Solving"

For further information, contact:
Vera Haynes, T.O.P.S. Coordinator
(313) 494-2060
or
Nancy Varner, Middle School Supervisor
(313) 494-1616
932 Schools Center Building
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Two-Way Street: Reading to Write/Writing to Read

Agency:
Michigan Department of Education
Box 30008
Lansing, MI 48909

Brief description: This booklet was written by a group of Michigan teachers who advocate the use of children's literature to generate writing in the elementary classroom. Each page contains an annotated bibliography of chldren's literature with classroom suggestions for the teacher.

The booklet may be obtained for $3.50 plus $.65 postage from: Michigan Council of Teachers of English, P.O. Box 892, Rochester, MI 48063.

Judy Hood, Language Arts Specialist in the Department of Education, present workshops to encourage use of the booklet upon request.

For further information, contact:
Judy Hood
Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-2893

The Writing Center

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: The Writing Center in Douglas Elementary School provides students in grades 1-5 with additional activities and individualized instruction in writing skills. Volunteers are trained in the writing process by teachers and/or professional writing instructors. These volunteers work with students on regular classroom writing activities or enrichment activities developed by the volunteers. The Writing Center is centrally located in the school media department and operates two days per week. Volunteers work in pairs for two hours per week. Teachers have scheduled times to send 2-5 students to the center. The project has assisted teachers in improving the writing skills of students besides motivating students with special individualized attention.

Number of individuals served: 450 students, grades 1-5

Number of schools served: 1

Evaluation reports available: Yes

Descriptive materials available: Training materials for volunteers; motivational writing activities; commercial materials

For further information, contact:
Helen Oliver, Program Facilitator and Principal
Douglas Elementary School
3800 E. Douglas Avenue
Des Moines, IA 50317

The Writing Process in the Classroom

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: How to use the writing process based upon the Bay Area Model has been demonstrated through participatory workshops for teachers K-12. This has been accomplished via half-day sessions for teachers K-8 during which teachers learned by doing the prewriting, writing, sharing, and rewriting processes while keeping in mind that the purpose and audience gave shape to their final draft. In addition to these workshops, a cadre of teachers who had completed the Heartland-Des Moines-Drake Writers Project, a graduate level, 3-4 semester hour course with English credit, conducted interdisciplinary workshops in each of our high schools. Many administrators have attended some of these training sessions, and a more intense one is planned for all elementary school principals. Course objectives K-11 have been rewritten to emphasize composition and the implementation of the writing process at all grade levels. Staff development courses are offered by the District for primary teachers and higher level grade and senior high teachers within other content areas.

Program staff: Supervisor, resource teachers, other curriculum department personnel

Scope: The program is city-wide and has been operative for three years. The Heartland-Des Moines-Drake Writers Project has been offered five times.

Number of individuals served: Approximately 600

Number of schools served: 60

Evaluation reports available: Related to but not directly resulting from the emphasis on teaching the writing process is "The Assessment of Composition Skills," which is a report of the results of the second phase of a three-phase assessment of ninth grade writing and tenth grade writing to measure growth over a 16-month instructional period.

Descriptive materials available: None directly

For further information, contact:
Susan J. Donielson, Curriculum Director
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Elementary Content Reading Material

Agency:
Michigan Department of Education
Box 30008
Lansing, MI 48909

Brief description: The reading objectives for fourth grade are presented with a sample of how they are listed, examples of the skill in content areas (social studies, science, and literature), and a variety of activities to develop these objectives in the content area.

For further information, contact:
Elaine Weber
Michigan Department of Education
Box 30009
Lansing, MI 48909

25 Ways Parents Can Help with Reading

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: A brochure suggesting specific activities that parents can conduct in the home to encourage the child to learn to read and to help him/her acquire and perfect reading skills.

For further information, contact:
Dr. Grace McReynolds, Curriculum Consultant
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

A Writing Guide for Missouri Schools K-12

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: This guide has goals for a writing program K-12 and specific instructional activities for the various goals. The guide is based upon the PROCESS of writing--prewriting, composing, revision, proofing/editing--and sharing the product. Suggestions for evalauation are also provided.

For further information, contact:
Dr. Grace McReynolds, Curriculum Consultant
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Section 4

Programs in Computer Technology

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Comprehensive Computer Education - Secondary Schools

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The program addresses two areas targeted for curriculum improvement in order to increase student proficiences. These areas are mathematics and science. The curriculum includes a computer literacy unit for general math classes, computer programming classes for advanced math students, and computer simulations for problem solving in earth science, biology, chemistry, and physics classes. A pool of documented computer programs in simulations has been developed, as well as computer literacy instructional units. Teachers are provided inservice workshops at regular intervals. Computer hardware and software are available in all senior high schools to support the program.

Program staff: 1 coordinator, 1 resource teacher, and 1 programmer

Scope: All students in grades 9-12

Number of individuals served: Approximately 1,000 students in grades 9-12

Number of schools served: 9 senior high schools

Evaluation reports available: Students gains in test scores and product production exceeded expectations. Evaluation results are available.

Descriptive materials available: Contact program coordinator.

For further information, contact:
Thomas Hartley, Coordinator CAI-CMI
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Computer Assisted Instruction (CAI)

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The CAI program is an individualized, interactive, self-paced, computer-based program in mathematics, reading, science, and work-study skills (map reading, table and graph reading, reference information skills). The CAI reading lessons for levels 1-6 are currently under development. Lessons for 200 of the approximately 300 reading skills are currently operational. The CAI labs are monitored by aides, and student progress is recorded.

Program staff: 1 coordinator, 1 resource teacher, 1 math and 1 reading curriculum development teacher, 2 programmers, 1 computer operator, and 4 lab aides.

Scope: Begun in 1968 in one junior high school, the present program has been expanded to include 17 district schools and to cover 4 curriculum areas.

Number of individuals served: Approximately 4,650 students in grades 1-12

Number of schools served: 9 elementary, 5 junior high, and 3 senior high schools

Evaluation reports available: CAI has proven itself to be an effective tool if consistently and sufficiently used. Evaluation reports are available from project coordinator.

Descriptive materials available: From project coordinator

For further information, contact:
Thomas Hartley, Coordinator CAI-CMI
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

CLIP - Computer Literacy Program

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: Middle school students develop skills in using the computer as a learning tool. Content of the program includes knowledge about computer operation, societal uses, problem solving, programming and applications. While learning how to operate microcomputers, students employ and extend language arts and mathematics skills.

Program staff: 1 teacher/lab per school

Scope: Middle school students, grades 6-8, some grades 5 and 9

Number of individuals served: Approximately 4,500

Number of schools served: Currently 48; projected 1985-86 school year: 62

Evaluation reports available: Evaluation and Testing Department reports for 1982-83, 1983-84, 1984-85.

Descriptive materials available: CLIP manual

For further information, contact:
Mrs. Geraldine T. Carroll
Office of Instructional Technology
Detroit Public Schools
960 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1414

Computer Literacy Program

Agency:
Wichita Public Schools
640 N. Emporia
Wichita, KS 67214

Brief description: This is a complete program for the implementation of computer technology for instructional purposes in the district for the next five years. It includes components of Computer Awareness, Computer Utilization, and Programming. The K-12 model includes these courses:

Computer Awareness: History; Capabilities/Limitations; Applications; Career Opportunities; Hardware/Software; Vocabulary; Social/Moral Issues

Computer Utilization: Operating a Computer; Interact with Educational Software that Reinforces Curricular Objectives; Keyboarding; Word Processing.

Programming: Introductory; Intermediate; Advanced.

Staff Inservice: Microcomputers in the Classrom (Gr. credit); Logo (Gr. credit); Programming (Gr. credit); Word Processing (beginning and advanced); Data Bases; Spreadsheets; Trouble Shooting; User's Meetings; Software Awareness; Application Workshops.

Scope: City-wide.

Number of individuals served: 42,000 students

Number of schools served: All schools in district

Evaluation reports available: Yes

Descriptive materials available: Yes

For further information, contact:
John Wolverton, Manager, User Service
Data Processing and Pupil Accounting
432 West Third
Wichita, KS 67203

Computer Managed Instruction - Answer™

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The CMI "Answer" program is a computerized instructional support program which diagnoses student progress on reading objectives for the Houghton-Mifflin basal reading series. Supplementary resources are available for teachers to use with those students identified by CMI as not having mastered each objective. Because CMI can pinpoint reading problem areas quickly, it assists teachers in teaching for mastery learning. The supplementary resources were developed by Houghton-Mifflin in support of its basal reading series. The district has developed computer assisted reading lessons as additional support. The KCSD Language Arts correlation of available activities has been added to the Resources report that is automatically generated when a score is below the district criterion (80%).

Program staff: 1-1/2 resource teachers, 2 computer operators

Scope: Elementary grades 1-6

Number of individuals served: Approximately 7,000 students; approximately 200 teachers

Number of schools served: 32

Evaluation reports available: Contact program coordinator.

Descriptive materials available: Contact program coordinator.

For further information, contact:
Bettye Young, Resource Teacher
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Computer Management System: CMS

Agency:
Wichita Public Schools
640 N. Emporia
Wichita, KS 67214

Brief description: CMS is an acronym for Computer Management System. It is a program designed to manage reading and mathematics instruction. The program has the following components: (a) Reading and mathematics grade level objectives; (b) Prescriptions from adopted programs in reading and mathematics; (c) Tests to measure mastery of each objective. The Apple microcomputer is used to manage the objectives, prescriptions and tests. The system can generate reports on concept mastery status of each student; it can also generate prescriptions that the teacher can use in planning classroom instruction, as well as communication reports to parents on the skills mastered by their children.

Number of individuals served: 1983-84: 12,000; 1984-85: 18,000

Number of schools served: 1983-84: 32 schools; 1984-85: 52 schools

Evaluation reports available: CMS has the capability of generating both individual school reports for each class and district-level reports of the percent of objectives mastered in reading and mathematics for each class and school using the program.

For further information, contact:
Lawrence Bechtold, Director of Curriculum Division
Wichita Public Schools
640 N. Emporia
Wichita, KS 67214

Computers-in-the-Schools

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The project began during the 1982-83 school year to explore the uses of microcomputers in the classroom. The initial project established computer labs in a high school, middle school and an elementary school.

In the summer of 1983, microcomputers were acquired through Summer Tech '83 (see Summer Tech listing, 4.20) and in the fall of 1983 were used to install computer labs of 15 in each of 16 high schools. Additional microcomputers were purchased in the summer of 1984 for Summer Tech and installed in the fall of 1984 in each of 26 middle schools. Further purchases in the winters of 1984-85 and 1985-86 have allowed the installation of microcomputer labs in each of 40 schools with intermediate grades (4-5) and 40 primary schools. The net effect is that as of February 1986: All 16 high schools have microcomputer labs of 15 microcomputers (minimum); all 26 middle schools have microcomputer labs of 15 microcomputers (minimum); all 40 intermediate grade schools have microcomputer labs of 10 microcomputers (minimum); all 40 primary schools have microcomputer labs of 10 units; all 4 career centers have microcomputers labs.

The school system has also established a centralized Microcomputer Software Library (MSL) and has taken the lead in establishing the Franklin County Software Consortium (FCSC) to procure, catalog, and distribute software for all public school systems in Franklin County (17). This has resulted in group buying, with substantial discounts from vendors and publishers; group-shared software reviews; and group-based inservice training, especially in relation to The Ohio State University.

Program staff: 1 supervisor and 3 teachers on special assignment, plus existing curriculum supervisors and other personnel in other positions

Scope: All students and teachers in the Columbus Public Schools

Number of individuals served: 67,376 students (1985-86); 4,100 teachers

Number of schools served: 130

For further information, contact:

Dr. Howard Merriman, Assistant Superintendent
Columbus Public Schools
270 E. State Street
Columbus, OH 43215
(614) 225-2706

or

Mrs. Jane Pratt, Supervisor of Program Development
Columbus Public Schools
52 S. Starling Street
Columbus, OH 43215
(614) 222-3061

Educational Technology Task Force

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The Cincinnati Public Schools established an Educational Technology Task Force in January 1983 to develop recommendations to the Board of Education for effective use of the new technologies in education. The Task Force prepared a three-year plan describing steps the Board must take to apply technology to the areas of Computer Literacy, Instruction, Administration, and Staff Development. The Task Force established committees to develop specific plans in each of those four areas.

Program staff: District staff to assist Task Force in developing recommendations

Scope: District-wide in scope and purpose; audience is general community, staff, and other school districts

Number of individuals served: 50,000 students

Number of schools served: 80

Evaluation reports available: Yes

For further information, contact:
Mr. John Grate, Director
Resource, Planning and Development
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Microcomputer Software Library

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The Microcomputer Software Library houses over 2,000 software titles for Apple II computers and provides district-wide support for computer education. Software is evaluated, ordered, processed, and circulated from this facility. Material can be borrowed for a two-week period for use in the schools' computer labs. The software library also houses new software for preview and evaluation. A variety of hardware systems and peripherals is also available.

The MSL circulates materials for the Summer Tech program, a community education program sponsored jointly by Columbus Public Schools and Ohio State University. During the school year, Computech, an evening computer program receives materials support from the MSL.

Software purchases for the entire school system are made through the MSL. In addition, Columbus Public Schools and 16 suburban school districts combine to form the Franklin County Consortium through which bulk ordering of software can be achieved. The MSL orders and processes software for this 350-school organization.

Program staff: 2 professionals, 2 classified, 8 student assistants

Scope: Students, professional staff, support

Number of individuals served: 67,647 students, 6,879 professional and support staff, 6,000 Summer Tech students

Number of schools served: 1130 schools; 11 administrative sites

Evaluation reports available: Summer Tech reports - evaluation services - software reports - MSL

Descriptive materials available: Microcomputer software and hardware; 5,000 pieces of software on loan to support curricular instruction; new software and emerging technologies to preview in MSL to acquaint teaching staff with new trends and directions

For further information, contact:
Betty Herb and Tim Best
(614) 222-3024

"New Kid in School"

Agency:
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

Brief description: The "New Kid in School" is a campaign to put computer laboratories in all district elementary schools as part of the district's over-all five-year computer education implementation plan. The Humana Corporation donated $150,000 for a pilot computer project. Based on the success of that project, Humana donated an additional $300,000 to expand computer education to all students. By the end of June, 1985, a total of $2.1 million was donated to the district for the purpose of implementing the district's computer program, and 81 of 87 elementary schools had at least 8 units installed in laboratories.

Program staff: Program is operated by existing Public Relations and computer Tech staff and donations are handled by the existing Jefferson County Education Foundation.

Scope: Community-wide

Number of individuals served: 40,000 students targeted for service by 1986-87

Number of schools served: 86 elementary schools

Evaluation reports available: In process

Descriptive materials available: Yes

For further information, contact:
Ms. Rande Swann
Public Information Officer/
Public Affairs Director
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

PACTS (Parents and Computers Teaching Students)

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: A series of workshops is offered on a weekly basis for approximately 15 parents per school. The workshops are rotated equitably among the Areas, with the Area Superintendent identifying a number of schools to be involved. The parents are trained in their schools, using hardware and software provided by the project to help their children academically. Those parents signing a PACT and attending five hours of inservice will be loaned a computer and academic software to use in their homes for a 10-day period. The software is related to the academic skills established by the Detroit Public Schools testing program. The target grade will generally be third graders.

Program staff: 7

Scope: Parents of grade 3 students

Number of individuals served: From September 1985 to present: 413

Number of schools served: 34

Evaluation reports available: Pre- and post-evaluations of parents, principal's questionnaire, and annual evaluation from Evaluation and Testing Department

Descriptive materials available: PACTS Parent Guide and various other handouts

For further information, contact:
Mrs. Virginia High, Project Director
Detroit Public Schools
9345 Lawton
Detroit, MI 48206
(313) 494-1617

RECAP - Remedial Computer Assisted Program

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: This service is to design, develop and pilot computerized, technologically based diagnostic/prescriptive remedial mathematics and reading packages for the elementary grades. The program will build on the DORT, ABCS and MEAP objectives.

Program staff: Current staff: 1 administrator and 2 teachers

Scope: Elementary and remedial middle school students

Evaluation reports available: no; new program

Descriptive materials available: Proposal, ReCap Newsletter

For further information, contact:
Mrs. Geraldine T. Carroll
Office of Instructional Technology
Detroit Public Schools
960 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1414

Summer Tech '83

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Stage One: During the summer of 1983, the Columbus Public Schools and The Ohio State University's College of Education sponsored Summer Tech, housed at one school with direct access to the central business district. This summer school project provided four one-week sessions in computer and software awareness and use, plus programming and word processing. With five sections a day, up to 10,000 people (ages 3-83) were computer-trained by the end of Summer Tech '83. About 260 microprocessor units were acquired during this stage of the project.

Stage Two: In the fall of 1983, the 260 microprocessors were installed in 16 Columbus high schools on a basis of one unit for every 70 students. Instruction in computer use included word processing, spreadsheet analysis, programming, systems design and analysis. First preference was given to high school juniors and senior.

Stage Three. After-school and early evening classes have made computer training available at Columbus high school locations in all parts of the city. During the 1983-84 school year, another 5,000 community members were trained in these after-school sessions. The Summer Tech program has been continued each summer (1984 and 1985). The CompuTech program has also been continued.

Program staff: Part-time, hourly instructors hired on an as-needed basis as classes are filled.

Scope: Audience served is preschool through adult.

Number of individuals served: Total community participants served since start-up in summer 1983 through summer 1985 is approximately 24,000.

Evaluation reports available: Evaluation reports available following competion of program

Descriptive materials available: Course registration brochure

For further information, contact:

Dr. Howard Merriman, Assistant Superintendent
Columbus Public Schools
270 East State Street
Columbus, OH 43215
(614) 225-2706

or

Mrs. Jane Pratt, Supervisor of Program Development
Columbus Public Schools
52 S. Starling Street
Columbus, OH 43215
(614) 222-3061

Section 5

Programs in Early Childhood Education

Early Childhood Development Program (Kansas City) 5.2
Early Childhood Programs (Wichita) 5.3
Early Intervention for Handicapped Infants - Birth to Age 3 (Des Moines) 5.4
Enrichment Kindergarten Program (Des Moines) 5.6
Extended Day Kindergarten Program (Des Moines) 5.8
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New Parents as Teachers Project (NPAT) (Missouri SEA) 5.10
Project Head Start (Detroit) 5.12

Documents:

Evaluation Report on New Parents as Teachers Project (Missouri SEA) 5.13

Related Listings:

Detroit's Preschool Hearing Impaired Support Center (Detroit) 12.4

Early Childhood Development Program

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: In response to SB 658 (legislation passed last spring) and a recent desegregation court order, the school district will implement an Early Childhood Development Program during the 1985-86 school year. There are three major components to the program: (1) Parent Education, (2) Screening, and (3) Classrooms for the Developmentally Delayed. Research indicates that children spend much of their first years of life at home under the care and responsibility of parents. Families differ substantially in their capacity to provide the physical care, emotional support, and intellectual stimulation that determine their children's preparedness for school. Community involvement will be an important part of parent education. It will include public newsleters, public service announcements on radio and TV, posters in the community, and written correspondence to organizations and agencies in the community that have contact with and/or provide services to young children. Screening will involve periodic monitoring of a child's development from 1-5 years of age. It is hoped that a review with each participating parent of his/her child's developmental profile will reduce the possibility that a child will go through the pre-school years with an undetected developmental delay. Programs for developmentally delayed 3 and 4 year olds will be provided in several area schools. Direct instructional assistance will be provided for the child, while the parent and teacher, as a team, will work together to stimulate development.

Program staff: Parent eductors, Early Childhood administrator, volunteers, 14 classroom teachers, screening team (3)

Scope: Pre-school youngsters

Number of individuals served: Approximately 4,000

Number of schools served: N/A

Evaluation reports available: None

Descriptive materials available: Contact program coordinator.

For further information, contact:
Barbara Wagers, Coordinator
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Early Childhood Programs

Agency:
Wichita Public Schools
640 N. Emporia
Wichita, KS 67214

Brief description: The Resource Room for 3 and 4 year olds provides cognitive activities for children with special needs. It was originally established for children with behavioral problems, but it now serves these as well as the learning disabled and the environmentally disadvantaged. The Childcraft screening instrument, Developmental Indicators for the Assessment of Learning (DIAL), is used for enrollment selection with three year olds and to detect delayed areas in gross and fine motor concepts among the four year olds in the program. In the Parent-Child Program for 3 year olds, all the teachers visit all the parents of students at each of the early childhood schools at least three times a year. The visits serve the purposes of acquainting parents with classroom expectations, sharing with them their child's assessments using the DIAL parent cards that show where their weaknesses and strengths are, and helping them to use the materials and services available to them to assist their children with cognitive activities.

In the Toy Loan Library Program, teachers select materials that enrich the curriculum and strengthen weak cognitive areas of the children they teach and take these materials out on home visits. There they model for the parents the use of toys, books, or records, making various suggestions on how to help the child. Parents keep materials for a week or two and then return them to the library. Once the parents have a home visit, they can come in and check out toys on their own. The library is extensive, and it includes professional and parent materials as well. A fully equipped media center with books, filmstrips, movies, etc. that support the curriculum is also available to children and their parents.

Program staff: Project director, teachers, aides

Scope: These Chapter 1 programs serve all 3- and 4-year-old children with special needs throughout Wichita.

Number of individuals served: Approximately 290 students

Number of schools served: There are 5 early childhood schools using these three programs.

Evaluation reports available: Yes

Descriptive materials available: A brochure used for inviting enrollment and dissemination of information to the community.

For further information, contact:
Gertrude Duckett
Little School for Early Childhood Education
1613 Piatt
Wichita, KS 67217

Early Intervention for Handicapped Infants - Birth to Age 3

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: As part of a comprehensive special education program, early intervention is provided for handicapped children from birth to age three. Identification is facilitated through linkage with hospitals, physicians, and agencies in the community. Services consist of diagnosis, educational evaluation, home intervention, playgroups, and parent education and training programs. Children diagnosed as handicapped receive at least one hour of service by a home intervention teacher each week in the child's home. The amount of service may be expanded if needed. For example, when a child's program has a heavy emphasis on feeding, the teacher or therapist may be in the child's home every noon for one or two weeks until the child acquires the skill or the parents learn the appropriate feeding techniques.

Parents may also elect to have their child participate in what are called playgroups. Playgroups are sessions held at a school for 45 minutes to one hour where a teacher or teachers work with a group of four to six handicapped children. Emphasis is on demonstration of appropriate educational techniques to the parents so that they may use them in the home. Also, the opportunity for parents of handicapped children to be together provides a benefit to the parents. It helps to motivate parents to carry out programs in the home and also increases their acceptance of their handicapped child.

In addition to the services described above, a swimming program is offered each semester for six weeks. It is offered one night each week and provides the opportunity for parents, the handicapped child and siblings to participate. This total family activity has been successful in providing a positive experience for the family that centers around the handicapped child. Potluck suppers are also held twice a year to provide an additional opportunity for families to come together in a social setting with the non-handicapped children and their handicapped children.

Program staff: 1 preschool consultant, 2 school psychologists, 1 school social worker, 2 occupational therapists, 4 home intervention teachers, 1 physical therapist, 1 nurse, and 2 speech clinicians

Scope: The program consists of all handicapped children between birth and age three in the Des Moines Public Schools. At the age of three, the children begin to participate in a school-based program and are no longer in the home intervention program.

Number of individuals served: 60

Number of schools served: All schools in the Des Moines Public Schools system

Evaluation reports available: No formal research evaluation reports yet

Descriptive materials available: Brochures, policy handbooks and procedural manuals

For further information, contact:
Karen Sznajder, Preschool Consultant
Smouse School
2810 Center Street
Des Moines, IA 50312

Enrichment Kindergarten Program

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: The Enrichment Kindergarten Program of the Des Moines Public Schools is an early intervention program as a component of the Plan for Excellence. All kindergarten students begin the year in a home school setting. During the third week of school, all students are screened to plan appropriate programs to meet their needs. The concept is during this process to identify students who have potential for learning but need additional experiences to succeed. If a child is identified, his/her home school setting remains the same, but the child is offered the opportunity to attend an additional half-day in the enrichment kindergarten. Because there are usually not enough identified students in any particular school, six rooms were placed throughout the district. Each center serves six to seven surrounding schools. It should be noted that children are not removed from the Extended Day Kindergarten Program or the ESL Kindergarten Program.

The enrichment program is based on the philosophy and objectives of the Des Moines Public Schools kindergarten program. This philosophy states that we believe our Early Childhood Programs have a responsibility to help all children "be what they are and to become what they are capable of becoming." To do this, our programs must focus on experiences which enlarge children's use of their intellectual abilities, stimulate their thinking, increase their use of language and develop important basic concepts as a foundation for later learning. This, briefly stated, includes using principles of growth and development as a foundation for teaching and learning. Although the enrichment program is not intended to duplicate the basic kindergarten curriculum, the program will provide reinforcement and expansion of foundational concepts and skills. Children will have many opportunities to examine, investigate, explore, experience and discover. TEaching techniques will include numerous "hands-on," manipulative and tactile experiences with a focus on self-concepts, language interaction, basic problem solving and critical and creative thinking skills as well as integration and coordination of motor skills.

Program staff: Six additional kindergarten teachers; coordinated by the elementary consultant

Scope: Kindergarten students who have potential but require more experience and time to succeed

Number of individuals served: 264

Number of schools served: 42

Evaluation reports available: no; program newly implemented

Descriptive materials available: In process of development

For further information, contact:
Sue Donielson, Director of Curriculum
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Extended Day Kindergarten Program

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: The Extended Day Program provides an additional program element within the Voluntary Transfer Program. It increases student participation in the district's desegregation plan and provides a program that is responsive to the perceived needs of the community. This program provides an early childhood strategy that offers additional opportunities for students to strengthen their auditory, verbal, psychomotor, visual and social skills.

Program staff: 13 teachers

Scope: The program was begun in 1977 and is currently serving 10 schools. Enrollment consists of 12 children from neighborhood schools and 12 voluntary transfer students. A minority/majority balance is also maintained. Students attend school for a full-day program. The additional half-day experience is a planned enrichment program with language experiences, cooking, art, music, and physical education provided as extended activities.

Number of individuals served: Approximately 325 students

Number of schools served: 10 schools

Evaluation reports available: From The Department of Evaluation, Des Moines Public Schools

For further information, contact:
Susan Donielson, Director of Curriculum
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Kindergarten Language Enrichment Program

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: KLEP is a four-day articulation and language program for kindergarten children. Fifteen children are selected from all parts of Des Moines during the fall. These children attend their regular kindergarten class in the morning and then are transported to KLEP for a three-hour session which starts with lunch. This program is housed during the current school year at Howe Elementary School. The children are returned to their home schools at the end of the KLEP session. The child enrolled in the KLEP program must demonstrate at least one year delay in language and articulation skills. KLEP is not designed to serve those children whose speech and language deficits are related to a general mental disability or to serve children with behavior problems that will interfere with group interaction.

Program staff: A speech and language clinician, a communication associate

Scope: The KLEP session was initiated in 1971, and there have been one or two sections each year since then. The program is still operating throughout the Des Moines Public Schools system.

Number of individuals served: Approximately 15 kindergarten students per year

Number of schools served: Students attending any of the elementary school buildings in the Des Moines Public Schools system are eligible for enrollment in the KLEP program.

Evaluation reports available: Several reports are available upon request.

Descriptive materials available: A pamphlet is available through Clinical Speech Services, Department of Special Education, Des Moines Public Schools.

For further information, contact:
Judith Gardner
Coordinator of Speech and Language Services
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

New Parents as Teachers Project (NPAT)

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: The New Parents as Teachers Project (NPAT) was initiated in 1981 to demonstrate the value of early, high-quality parent education. The project provided training and support services which would enable parents to enhance their children's intellectual, language, physical and social development from birth to age three.

The Missouri Department of Elementary and Secondary Education, in cooperation with The Danforth Foundation of St. Louis, organized and implemented the NPAT project in four local school districts--Farmington, Ferguson-Florrisant, Francis Howell and Independence. Selected by the Department on the basis of competitive proposals, the four districts represented urban, suburban and rural communities. The Department awarded each district $30,000 for four years to support NPAT services and curriculum development. Each district contributed additional resources. The Danforth Foundation granted funds for consultation and staff-training services provided by Burton White.

A total of 380 families who were expecting first children between December 1981 and September 1982 were recruited to participate in NPAT. Particular care was taken to assure that all socioeconomic strata, parental ages and familyconfigurations were represented. Beginning in the third trimester of pregnancy and continuing until children reached age three, NPAT participants received the following services: (l) Timely, practical information and guidance in fostering the child's language, cognitive, social, and motor development; organized according to the seven phases of development from birth to three years, outlined by Burton White in his book The First Three Years of Life; (2) Periodic screening of the child's educational, hearing, and visual development; (3) Monthly private visits in the home by parent educators. (4) Monthly group meetings for parents with similarly aged children. Group meetings were held at "Parent Resource Centers" located in school buildings.

Program staff: Personnel at each NPAT site included a school administrator, two full-time parent educators, and a part-time secretary. A state supervisory committee guided the overall project. At the four sites, NPAT staff also organized local advisory committees, which included health care and social service professionals as well as representatives of civic and religious organizations.

Scope: The 83rd General Assembly has appropriated funds for school districts to offer voluntary Parents as Teachers services, beginning with the 1985-86 school year, for families with children under the age of three. All public school districts in Missouri are expected to participate in the program.

Evaluation reports available: Under contract with the Missouri Department of Education, Research and Training Associates (Overland Park, Kansas) conducted an independent evaluation of the NPAT project. The program's effectiveness was

determined by a treatment/comparison group design, using posttests of children's abilities and assessments of parents' knowledge and perceptions.
Descriptive materials available: (1) Evaluation Report on New Parents as Teachers Project (1985, 80 pages): $20.00 (one copy available free of charge, on request, to Missouri public school districts. (2) Parents as Teachers Planning and Implementation Guide and Curriculum Materials, Birth-Age 5 (1982-85): $25.00; Revised Edition, available January 1986: $30.00 (cost to Missouri public school districts--$25). (3) History of NPAT Project Development & Implementation: $10.00. (4) How Does Your Child Grow & Learn? (1982, 20 pages): $1.00. (5) Program Guidelines and Administrative Manual for the Early Childhood Development Act/Senate Bill 658 (1985, 40 pages): $5.00.

For further information, contact:
Early Childhood Education Section
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Project Head Start

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: Head Start is a comprehensive child-development program designed to give preschool children of poverty the services and experiences they need to help them develop as healthy, happy, and competent individuals. The 1983-84 Detroit Public Schools Full Year Head Start Project represented 19consecutive years of local efforts to extend a program of early child development dealing comprehensively with the needs of young children in a context of community involvement and parent participation. Each Head Start class contains approximately 20 children, between three and five years of age, for four three-hour sessions each week. During that time, a teaching team (a teacher, two paraprofessionals, and volunteer) implements a comprehensive curriculum designed to meet each child's educational, socio-emotional, and physical needs. This is accomplished, first, through a custom-designed instructional system employing materials, strategies, and activities related to categories of sequenced goals and objectives in perceptual and organizing skills, mathematical skills and scientific inquiry, language skills and social concepts, music and movement improvisations, art and drama experiences, learning abilities, and physical skills. Secondly, a cadre of special services is made available to each teaching team and to each child and his/her family: social services; health services (dental, medical, mental); and parent involvement, career development, nutrition, and bilingual/bicultural services.

Program staff: Director, 26 central program staff, 156 other staff

Scope: Project Head Start has served low-income preschool children and their families in the Detroit Public School area since 1965.

Number of individuals served: 1,800

Number of schools served: 46

Evaluation reports available: Evaluation of the Detroit Public Schools Head Start Program, 1981-82

Descriptive materials available: Booklet: "Project Head Start;" 20-minute, 16mm, sound/color film: "Head Start: A Good Beginning Has No End"

For further information, contact:
Rosalind Braden
Project Head Start
Room 206, Stevenson Building
10100 Grand River
Detroit, MI 48204
(313) 931-5470

Evaluation Report on New Parents as Teachers Project (by Research and Training Associates [1985, 80 pages])

Brief Description: Contains detailed information describing the design of the New Parents as Teacher Evaluation: instrumentation, sample selection, and test administration. Results and a Summary of Evaluation Findings are discussed in detail. Contains three (3) appendices.

For further information, contact:
Early Childhood Education Section
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Section 6

Programs in Effective Schools/School Improvement

Cincinnati Instructional Management System (Cincinnati) 6.2
Design for School Excellence (Cincinnati) 6.3
Education Improvement Act as Amended by S.B. 202 (Kentucky SEA) 6.4
Effective Schools (Missouri SEA) 6.5
Effective Schools Project (Nebraska SEA) 6.6
Effective Schools Project: Striving Toward Excellence in Performance of Students (STEPS) Kansas City) 6.7
High School Improvement Project (Detroit) 6.8
Instructional Assistants Project (Kansas City) 6.10
Instructional Management System (Missouri SEA) 6.11
Instructional PACS for Volunteers (Cincinnati) 6.12
Jefferson County Public Schools' Assessment and Assistance Team (Louisville) 6.13
Minnesota Educational Effectiveness (Minnesota SEA) 6.14
Positive Peer Culture (Omaha) 6.16
School Improvement Plan (Detroit) 6.17
School Improvement Program (Columbus) 6.18
Urban Demonstration Project (Akron) 6.19

Documents:

Excellence in Education Act of 1985: HB 463 (Missouri SEA) 6.20
Guidance Program Model for Elementary, Middle & Senior High Schools (Detroit) 6.21
Helpful Hints on Needs Assessment, Program Planning, Resource Identification, Evaluation and Follow-up (Michigan SEA) 6.22

Related Listings:

Coping With Me & You (Cincinnati) 15.2
School Climate Improvement (Missouri SEA) 13.13
Urban Demonstration Project (Cincinnati) 13.6

Cincinnati Instructional Management System

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The Cincinnati Public Schools developed the Cincinnati Instructional Management System (CIMS) to be an effective method of enabling teachers to achieve the goals of individualization and increased student achievement. CIMS is a series of computer-graded tests that tell teachers how far each student has progressed in a dozen different skills. Positive feedback and self-pacing form the goals for program development and revision. Computer support handles the storage of test results, reporting, and essential reference materials. CIMS includes four major components in three major subject areas: Reading, Mathematics and Language Arts. A Catalog of Skills Inventories and Index of Resources and Program Reports guide the participants through a test-teach-test cycle of activities during the school year.

Program staff: Coordinator, teachers, clerical help, computer support

Scope: CIMS is used in over 50 districts in Ohio and several districts in four other states.

Number of individuals served: About 39,000 students in Cincinnati, plus students in about 50 additional districts in Ohio

Number of schools served: 100 in Cincinnati plus schools in 50 other districts in Ohio

Evaluation reports available: Annual and state reports

Descriptive materials available: Brochure, price list

For further information, contact:
John Grate, Director
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Design for School Excellence

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The Design for School Excellence is a three-year R&D project aimed at increasing the productivity of schools relative to the following output measures: (a) achievement in reading; (b) achievement in mathematics: (c) student attendance: (d) staff attendance; (f) parent attitudes; (g) staff attitudes; (h) student behavior; and (i) race relations.

In order to increase productivity, the following process inputs will be implemented: (a) an effective staff appraisal system; (b) a comprehensive staff performance monitoring system; (c) a job-specific staff development program; and (d) a student achievement monitoring system.

Program staff: No additional staff for implementation

Scope: 10 schools (7 elementary, 2 junior high/middle and 1 senior high school during the pilot phase and, eventually, all schools with service to all students in the system

Number of individuals served: 6,000

Number of schools served: 10

Evaluation reports available: None at this stage

Descriptive materials available: None at this stage

For further information, contact:
Dr. Zulfi Ahmad
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Education Improvement Act as Amended by S.B. 202

Agency:
Kentucky Department of Education
Frankfort, KY 40601

Brief description: The Educational Improvement Act as amended by Senate Bill 202 establishes accountability and fiscal responsibility on the part of the local school districts. Through the enactment of this legislation, all local school districts are required to prepare and submit an annual performance report to the state board of education, and all are subject to the fiscal implications of the bill.

The annual performance report must specify factors that relate to the educational program and the educational quality of the district. Specifically, the district must include information on academic achievement and enrollment, on staff, on management, and on the district's master educational improvement plan in the annual performance report.

The Section of S.B. 202 that deals with academic bankruptcy defines the standards of performance required by the legislature and requires local districts to identify deficiencies based on selected standards in the annual performance report and standards defined by regulation. Upon being cited for a deficiency, the district must prepare and submit a Master Educational Improvement Plan that addresses the deficiencies and specifies the deadlines for their correction. If no progress is made toward correcting the deficiencies, S.B. 202 gives the state deparment the responsibility for management intervention. If, after departmental assistance has been provided, there is no improvement in the problems, the legislation empowers the state board of education with the authority to pursue removal from office of local district administrators or board members.

Scope: The objectives of S.B. 202 include the long-range improvement of all of the school districts in Kentucky. All districts will continue to be monitored, and all deficiencies will be noted.

For further information, contact:
Kentucky Department of Education
Frankfort, KY 40601

Effective Schools

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: This program is designed to increase the knowledge of school personnel about effective schools, their characteristics, and the research that has occurred in the area. Assistance is provided in determining strategies to implement the research findings and in developing school improvement plans.

Scope: Services in this area are available to administrators and teachers in school districts throughout the state of Missouri, particularly in urban areas.

For further information, contact:
Mrs. Joan Solomon, Director of Urban Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Effective Schools Project

Agency:
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

Brief description: This is a coooperative project between the Nebraska Department of Education and the state's 19 educational service units designed to strengthen statewide staff development efforts. The Mid-Continent Regional Education Library (McRel) provided training on how school districts could apply the effective schools research. Indicators of effectiveness were measured in four broad areas: classroom, curriculum, climate and leadership. Staff directors from 13 educational service units and teams of educators from each participating unit received training in: (1) what research says effective schools are; (2) a procedure to assess how a school performs in relationship to what research says about effective schools; and (3) the development of a multi-year action plan designed to improve or further enhance their school's effectiveness.

The impact of three years of collaborative efforts has resulted in: (1) enhancement of the cooperative relationship between the staff development office of the Nebraska Department of Education and the educational service unit staff development directors; (2) strengthening the statewide staff development services being offered by educational service units; (3) development of a model for statewide implementation and dissemination of new training topics; (4) sharing across educational service unit boundaries, including regional collaboration for provision of staff development programs; (5) development of a delivery system framework for the provision of uniform educational service unit staff development services.

Program staff: Estimate .10 FTE of Education Service Unit Staff

Scope: Staff development directors, school teams of educators

Number of individuals served: 1,147

Number of schools served: 229

Evaluation reports available: "Progress Report on Nebraska Department of Education/Educational Service Unit Collaborative Efforts," Nebraska Department of Education, September 1985.

For further information, contact:
Jerry Gronewold
Educational Service Unit No. 11
P.O. Box 485
Holdrege, NE 68949
or
Mary Ann Losh
Nebraska Department of Education
Box 94987
Lincoln, NE 68509

Effective Schools Project: Striving Toward Excellence in Performance of Students (STEPS)

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The pilot Effective Schools Project started in August 1983 with six voluntary schools that were interested in the integration of effective schools and effective teaching research findings with specific instructional improvement activities. Specific components of the program are Curriculum Alignment, Instruction, Leadership, Expectations, School Climate and Parent Involvement. During the first year, program staff expanded their knowledge about the research relative to the above program components. Training focused on helping building leaders and teachers in formulating the scope and direction of effective school activities in their respective classrooms and buildings. During the second year of the project, major focus was on instructional improvement activities in reading and mathematics. The primary goal of the Effective Schools Project is to improve opportunities for academic success for all students in the project schools. The major objectives of the project are to: (a) improve academic achievement, (b) improve school climate, (c) increase awareness and use of effective schools research, and (d) develop a school-based capacity to monitor and subsequently adapt effective school intervention. The project has been expanded to 12 additional schools for 1985-86. A major strategy for successfully expanding the effective schools model will be the use of a networking approach which will involve the pairing of each of the six original pilot schools with two new schools.

Program staff: 1 project coordinator; 1 district resource teacher; 5 reading/language resource teachers; an advisory panel of regional and national researchers and consultants will assist the project with overall direction and technical expertise.

Scope: Elementary staff and students

Number of individuals served: 7,400 K-6 students, 18 principals, 18 instructional assistants, 480 teachers

Number of schools served: 18 elementary schools

Evaluation reports available: 1984-85 Evaluation Report is available.

Descriptive materials available: Contact project coordinator.

For further information, contact:
Mrs. Loyce Caruthers, Coordinator
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

High School Improvement Project

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The purpose of the project is to develop and implement a comprehensive improvement plan for eight (8) identified high schools. The project provides staff support and activities which enhance and strengthen the delivery of academic and developmental services to students. Project effectiveness will be demonstrated by increased student successes, reduced failure and drop-out rates, and increased student involvement in school-related activities. The focal point of the project is the local high school, with the building principal generating the leadership for improvement, assisted by a school facilitator and a planning team. The major innovative element of the project is the coalescence of departments within and outside the school system for the purpose of providing in-depth support and planning assistance to the project schools.

Project activities will include inservice training for principals, department heads and teachers, local school planning seminars, on-site follow-up of training (demonstrations, coaching, etc.), and evaluation processes. The school, staff, and curriculum will be impacted upon as a result of the progression through the grade levels. The outcomes of this project will include: (1) Increased student achievement in English, mathematics, science and social studies; (2) refined and structured systematic curriculum objectives for English, mathematics, science and social studies, with district-wide objective testing instruments for each curriculum area; (3) refined teaching strategies as a result of staff inservice using Stallings' (Time on Task), TESA and Hunter's clinical supervision; (4) refined student programming procedures; (5) refined counseling practices; (6) a positively strengthened collegial relationship among staff members and between instructional and administrative staff as a result of carefully laying the foundation for joint sharing, planning, feedback, and improved leadership skills and directions.

Program staff: Coordinator, Secretary High School Improvement Project

Scope: Began in October 1981; involves students in grades 9-12 in high schools

Evaluation reports available: Special Projects, Project Evaluative Reports, September 1983

Descriptive materials available: Proposal, Implementation Plan 1981, and Project Newsletter

For further information, contact:
Deborah Pugh, Director
High School Improvement Project
862 Schools Center
5057 Woodward Avenue
Detroit, MI 48235
(313) 494-1923

Instructional Assistants Project

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Instructional Assistants Project was implemented in the elementary schools in September 1983. It is an effort by the district to provide additional on-site instructional support to the schools. The job goal of the instructional assistants is to assist the principal in providing instructional leadership to school faculty and staff in all curriculum and staff development areas and in the development and implementation of the school improvement and strategic plans. Instructional assistants work collaboratively with elementary school staff to accomplish the instructional goals and objectives identified in their school's action plan. Instructional leadership functions are planned and implemented by the principal and instructional assistants. The instructional assistant's job responsibilities are well defined, and they are provided in-depth preservice and inservice training. Each elementary school has one instructional assistant.

Program staff: Two elementary instructional directors coordinate the program, along with the elementary school principals.

Scope: Elementary school teachers.

Number of individuals served: Approximately 1,200 elementary school teachers and 21,000 elementary students

Number of schools served: 50 elementary schools

Evaluation reports available: From Director of Elementary Education

Descriptive materials available: From Director of Elementary Education

For further information, contact:
Director of Elementary Instruction
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Instructional Management System

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: Instructional Management is a way of organizing instruction and managing learning to be sure that instructional objectives are clearly defined; that all students have the time they need to master the objectives--especially those determined to be "essential" for future progress; and that teachers, students and parents know precisely what has been achieved and what remains to be done.

Program staff: Administrators, subject matter specialists, teachers

Scope: Teachers and students in all subject areas K-12 and parents of said students; administrators

Number of individuals served: Any number of students assigned to classroom and/or classes

Number of schools served: Any number of schools. In Missouri, more than half the school districts have Instructional Management in one or more subject areas.

Evaluation reports available: Some districts have evaluation reports available showing achievement gains of students in areas in which Instructional Management has been implemented.

Descriptive materials available: The department has a limited supply of "Introduction to Instructional Management." School districts have subject area goals, learner outcomes, evaluative procedures, and student records of mastery of outcomes.

For further information, contact:
Dr. Richard King, Coordinator of Curriculum Services
or
Dr. Grace McReynolds, Curriculum Consultant
Department of Elementary & Secondary Education
Box 480
Jefferson City, MO 65102

Instructional PACS for Volunteers

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: Funded in 1972, Instructional Pacs for Volunteers aimed at developing a series of instructional materials to assist volunteers with establishing meaningful roles in school programs. The Pacs became supplementary to the regular instructional program and ranged from grades K-12.

Since State adaptation in 1975, seven instructional Pacs in the following areas have been disseminated throughout Ohio: Beginning Sounds in Reading, K; Basic Math Games, 3-8; Sequencing, 2-4; Library Skills, 3-8; Syllables, 3-6; Prefixes and Suffixes, 3-6; Pre-Employment, 10-12. Two additional Pacs, Outdoor Education and Urban Wildlife, have completed the program. Each Instructional Pac is self-contained, with instructions and appropriate subject materials.

Scope: Statewide adapatation in 1975 to over 25 districts; 1976-1979, availalbe for general dissemination

Number of individuals served: State-wide

Number of schools served: State-wide

Evaluation reports available: Project Reports 1972, 1973, 1974. State Evaluation Report 1975.

Descriptive materials available: Brochures, price list

For further information, contact:
M. Lynne Smith
Resource, Plannning & Development
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

Jefferson County Public Schools' Assessment and Assistance Team

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The Assessment and Assistance Team is a Jefferson County Public Schools support group available to help local schools build on strengths as they strive for a quality educational program. In working with local schools, the team follows a clearly defined process known as QUEST, which is an acronym for Quality, Understanding, Excellence in Schools Today. In this process, the team collects data to form a school profile of programs and activities which the school will use to examine its educational program and to develop a focus and collective vision.

The QUEST process implemented during the 1985-86 school year begins with a school's principal and faculty requesting assistance of the Assessment Team in reaffirming the strengths and quality of the school's program and developing a collective vision and mission for the school. Once a school is involved, a local school team composed of six to eight members (administrators, teachers, and parents) meets with the Assessment Team to discuss and analyze available data. Teachers may earn up to 18 hours of inservice credit or be paid at the curriculum writing rate for serving on a local school team. Using data unique to the local school and from the district, the Assessment and Assistance Team and the local school team analyze the school profile consisting of achievement, programs, student information, and information from student, staff, and parent surveys.

With support from the Assessment and Assistance Team, the local school team, using the school profile, develops an action plan which includes an identified focus. In implementing the action plan, the local school staff has support from the assessment staff, the central office staff, and the school community. When the action plan has been fully implemented, the local school team, with assistance from the Assessment and Assistance Team, conducts a follow-up study to validate the success of the plan. Schools participating in QUEST will receive recognition.

Program staff: Variable

Scope: District-wide; first year of operation, all schools

Number of schools served: 21

For further information, contact:
Mr. Howard K. Hardin, Director
Assessment and Assistance
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Minnesota Educational Effectiveness

Agency:
Department of Education
550 Cedar Street
St. Paul, MN 55101

Brief description: The 1983 and 1984 Minnesota State Legislature passed legislation for the development and establishment of a state-wide effort to maintain and improve the effectiveness of Minnesota's schools. This legislation has become known as Educational Effectiveness.

School Improvement has historically addressed one change factor at a time, ignoring the interdependence of change to other factors within the school. An increasing number of researchers are now identifying some of the critical interacting characteristics that must be attended to if improved student learning is to result. The Minnesota School Effectiveness Program has organized this research into 15 characteristics that are indicative of effective schools and increase the probability of improved student learning. The program currently is being implemented in 121 school sites throughout the state.

The 15 characteristics indicative of effective schools are: (1) Common sense of purpose and clearly defined goals and expectations related to student achievement: (2) school climate which supports those goals and expectations; (3) building-level leadership which encourages and monitors progress toward high goals and expectations; (4) school-site management with considerable autonomy in determining the exact means by which the goals and expectations are to be met; (5) district-level support for building-level management of improvement efforts; (6) collaborative planning and collegial relationships among staff and administration at the building level; (7) a building-level staff development program directed toward school goals and closely related to the instructional program of the school; (8) curriculum articulation and organization with appropriate time devoted to planned, purposeful instruction focused on the desired outcomes and coordinated across grade levels; (9) parent involvement in their child's education and parental support of the goals and expectations of the school; (10) high expectations commonly shared among staff for the performance of all students; (11) teacher-designed instruction that maximizes substantive learning time, monitors student progress, and gives regular feedback to students regarding progress; (12) grouping that is flexible, promotes high expectations for all learners, and encourages social cohesion and interaction among all students; (13) emphasis on effectively structured and appropriately managed cooperative group learning; (14) positive teacher-student interaction; (15) order and discipline communicating the seriousness and purposefulness with which the school takes its tasks.

Each school has identified a Leadership Team composed of the building principal, a central office representative and up to four teachers. This group plans and conducts improvement strategies in their school using the 15 characteristics as a framework for decision-making. After attending an intial five-day workshop, improvement efforts of the Leadership Team and staff at each school are supported by a regionally based facilitator and inservice delivered locally, regionally and state-wide. All inservice is linked to the fifteen characteristics and scheduled to meet individual site needs.

Rather than a recipe or formula, The Minnesota Educational Effectiveness Program is a set of processes that should facilitate schools in implementing a school improvement program.

Program staff: 1-1/2 State Department of Education staff; a team at each school site composed of one central office representative, one principal, three to four teachers, and/or parents. MDE supports eleven facilitator positions in nine regions of the state.

Scope: Elementary and secondary school staff at building level

Number of individuals served: Approximately 5,000 in fiscal year 1986

Number of schools served: 121 buildings

Evaluation reports available: 1985 Legislative Report, 1984-85 End of Year Summary Reports, and 1986 Legislative Report

Descriptive materials available: Descriptive brochure, parent brochure, summary of each of the 15 research-based characteristics of effective schools, and implementation modules referenced to the 15 characteristics

For further information, contact:
Richard J. Mesenburg
656 Capitol Square Building
550 Cedar
St. Paul, MN 55101
(612) 296-4064
or
Mary Lillesve
660 Capital Square Building
550 Cedar
St. Paul, MN 55101
(612) 297-4679

Positive Peer Culture

Agency:
Omaha Public Schools
3902 Davenport Street
Omaha, NE 68131

Brief description: Positive Peer Culture (PPC) is based on the premise that one of the greatest influences on adolescents is the peer influence. While peer influence often encourages youth to engage in disruptive behaviors, peer influence can also help youth find positive solutions to their problems with drugs, sex, school work, family, etc., and can increase their commitment to school. Additionally, when youths give help to others, their own feelings of self-worth increase. Hence, PPC becomes an effective resource at the school's disposal in helping meet the needs of its student body. Furthermore, with PPC, the student has an investment in the school, its rules and the overall climate exhibited at school and in the community.

PPC utilizes the group approach in working with young adults. Selected students, positive and negative, are placed into small groups. Each PPC group is composed of 7-11 (9 is the ideal number) students of the same sex and an adult group leader. Group members discuss problems and confront each other as well as other students about their behavior.

Program staff: A project director and regular school staff

Scope: PPC is a student-oriented program that has been operating since 1973.

Number of individuals served: In 1980-81, 360 student/natural leaders were directly involved in the PPC leadership groups. Conservatively, these members indirectly affected 3,200 other students through formal or informal contacts.

Number of schools served: It is presently implemented in seven secondary schools in Omaha.

Evaluation reports available: Upon request

Descriptive materials available: Brochure

For further information, contact:
Ken Butts, PPC Coordinator
Omaha Public Schools
3902 Davenport Street
Omaha, NE 68131
(402) 554-6248

School Improvement Plan

Agency:
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Brief description: The primary purpose of the School Improvement Plan is to improve pupil learning through planned change at the local school. This plan addresses both system-wide priorities and those identified at the local school. It is developed for a two-year period and operates on several basic assumptions regarding school change, including: (1) The school is the strategic unit for planned change. (2) Collaborative school staff planning can make a significant difference in improving pupil learning, especially when the staff believes it can make a difference and believes that all children can learn. There is administrative staff and community involvement in the development of plans. (3) Systematic school-level planning, which includes the application of the research on effective schools and effective teaching, will contribute to improving pupil achievement.

Program staff: A city-wide coordinator and an achievement specialist in each area provide leadership to schools in developing, implementing, and monitoring plans.

Scope: The program involves all Detroit Public Schools.

Number of individuals served: 190,000 students

Number of schools served: All District schools

Evaluation reports available: Annual local school evaluation reports. Annual summary of achievement test scores.

Descriptive materials available: School Improvement Plan Fact Sheet

For further information, contact:
Mrs. Kathleen E. Smith
Detroit Public Schools
944 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1909

School Improvement Program

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The intent of this project is to implement a School Improvement Program in schools which share a common set of beliefs: Schools can and do make a difference in how well children can master basic skills, and the capacity for school improvement lies within each school. It is proposed that an answer can be obtained to the question: Are there schools in Columbus that are instructionally effective for children, especially poor children? Research evidence indicates that many identifiable factors, when combined, lead to effective schools. Specifically, the program is designed to: (a) determine the needs of each school in relation to the characteristics of effective schools; (b) provide training for school staffs in strategies which improve achievement; (c) operationalize the strategies within the school settings to increase students' effectiveness in the identified schools; (d) provide positive support networks across the schools. (e) involve "significant others" (parents, community, business) in the School Improvement Program.

Program staff: 5 liaison staff persons, each of whom serves 3 schools

Scope: The student enrollment in the identified schools is composed of students whose academic achivement is below that of which they are capable.

Number of individuals served: 6,500 students

Number of schools served: 15 (3 middle and 12 elementary)

Evaluation reports available: Yes

Descriptive materials available: A proposal for project implementation is available; annual and interim reports for 3 program years are available; each school maintains a descriptive summary of project activities.

For further information, contact:
Dr. Maxine Smith, Director
Staff Development and Human Relations
Columbus Public Schools
6655 Sharon Woods Boulevard
Columbus, OH 43229

Urban Demonstration Project

Agency:
Akron Public Schools
70 N. Broadway
Akron, OH 44308

Brief description: The Akron Public Schools has received a grant from the State Department of Education to implement a demonstration project in the elementary and secondary schools in the Buchtel Cluster. The grant provides a wide array of enrichment activities to supplement and further strengthen the educational programs in each school. The program is designed to promote academic excellence through unique opportunities within the regular school day and summer programs open to any interested student enrolled in greater Akron area schools. One exciting feature of the program is a working partnership with The University of Akron, which supports enrichment acvities with university personnel and facilities.

Each school has developed its own building-based program design, which is in keeping with the Effective Schools Model, and each is associated with one of the seven factors purported to mark the effective schooling process, including: A Sense of Mission; Strong Building Leadership; High Expectations of All Students and Staff; Frequent Monitoring of Student Progress; A Positive Learning Climate; Sufficient Opportunity for Learning; Parent/Community Involvement.

At the secondary level, the emphasis is on the development of fundamental academic skills and pre-professional career exploration. Buchtel-University High Schools offers the college-bound student academic preparation for and exposure to varied pre-professional opportunities in business, broadcast communication, law, medicine, and health. In addition to in-school programs, selected students may take courses at Akron University. Perkins Middle School will stress preparation for the Buchtel-University college-bound pre-professional clusters.

At the elementary level, each school has developed its own distinctive learning center built upon the particular school's curriculum theme, the strengths and talents of staff, unique building facilities, and human interests. The basic skillls which are the focus of elementary education are emphasized in all programs. The instructional program is further strengthened through the involvement of university, business, and cultural groups.

For further information, contact:
Ann L. Gates, Director
Buchtel Urban Demonstration Project
Akron Public Schools
70 N. Broadway
Akron, OH 44308
(216) 434-1661

Excellence in Education Act of 1985: HB 463

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 651202

Brief description: The Excellence in Education Act of 1985 is a major school improvement law enacted in the spring of 1985 by the Missouri General Assembly. This new state law is expected to bring about important changes in many aspects of public education in Missouri--at both the state and local levels. The Act contains several provisions, such as: development of a Career Ladder, Principal-Administrator Academy and Assessment Center, testing requirements, scholarships, minimum teacher salaries, and an incentive grant program.

For further information, contact:
Dr. Terry Stewart
Coordinator, Administrative Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Guidance Program Model for Elementary, Middle & Senior High Schools

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The Guidance Program model serves as a guide to help guidance and counseling personnel and administrators in the school district implement a comprehensive guidance and counseling program, K-12.

For further information, contact:
Dr. Lewis E. Ellis
Detroit Public Schools
676 Schools Center
5057 Woodward
Detroit, MI 48202
(313) 494-1160

Helpful Hints on Needs Assessment, Program Planning, Resource Identification, Evaluation and Follow-Up

Agency:
Michigan Department of Education
Office of Professional Development
Box 30008
Lansing, MI 48909

Brief description: This booklet of helpful hints was put together to offer some assistance in addressing concerns and to assist policy board members and program coordinators as they continue to develop and refine programs.

For further information, contact:
Director, Michigan Department of Education
Office of Professional Development
Box 30008
Lansing, MI 48909

Section 7

Programs in Environmental Education/Science/Social Studies

Energy Ecology Center (Wichita) 7.2
Human and Cultural Awareness Programs for Intermediate Students (Omaha) 7.3
Jefferson County Public Schools Environmental Education Program (Louisville) 7.4
Wildwood Outdoor Education Program (Kansas City) 7.5

Documents:

A Guide to Social Studies Curriculum Development for Missouri Educators (Missouri SEA) 7.6
Law-Related Education Program Abstracts (Michigan SEA) 7.7
The Rights and Responsibilities of Citizenship in a Free Society--A Law-Oriented Curriculum Guide for Grades K-12 (Missouri SEA) 7.8
Social Studies Basic Skills Connection (Missouri SEA) 7.9

Related Listings:

Berwick Science/Math/Environmental Study School (Columbus) 1.4
Comprehensive Computer Education--Secondary Schools (Kansas City) 4.2
Computer Assisted Instruction (Kansas City) 4.3
Program of Mathematics and Science Activities for Gifted and Talented Students, K-6 (MASA) (Cincinnati) 8.13
Science Curriculum/Assessment Project (Kansas City) 13.15
Southwest Cluster, Elementary Skills Magnet School (Kansas City) 1.16
Swinney/Voker Community Oriented Magnet School (Kansas City) 1.23

Energy-Ecology Center

Agency:
Wichita Public Schools
Energy-Ecology Center
4401 N. Arkansas
Wichita, KS 67204

Brief description: The main function of the Energy-Ecology Center is to instruct the teachers and students of the district in energy and environmental related education, which is infused into the Science and Social Studies curriculum areas. Teachers schedule their classes into different labs--Science, Social Studies, Home Energy, Alternate Energy Park, and Environmental Park--which give the students not only a "hands-on" experience but, also, two unique outdoor classrooms. Teachers may receive graduate credit through Wichita State University as a result of these inservices: Energy Education, Educators' Energy Symposium, Environmental Education, Improving Science Instructional Methods, and Economics of Energy Issues.

Scope: City-wide

Number of individuals served: Since June 1978, the center has served 1,753 teachers and 43,848 students.

Number of schools served: In district - 99; out of district - 36

Evaluation reports available: Content Knowledge Evaluation, Teacher Evaluations, Quarter Reports, Annual Report

Descriptive materials available: Energy Adventure Center Pamphlet, Energy Adventure Center Brochure, Title IV-C ESEA - State Validated Project, Energy-Ecology Center Activity Book

For further information, contact:
Linda Carlton, Program Specialist
Energy-Ecology Center
4401 N. Arkansas
Wichita, KS 67204
(316) 838-8300

Human and Cultural Awareness Programs for Intermediate Students

Agency:
Omaha Public Schools
3902 Davenport Street
Omaha, NE 68131

Brief description: This program provides student human relations workshops servicing elementary and junior high schools which are designed to enhance cultural awareness, attitudes toward school, and attitudes toward self and others. Specially prepared classroom presentations are developed based on the needs of the classroom. Outlines, materials, and presentation information may be sent upon request.

Program staff: A human relations specialist and one or two staff members per class

Scope: These workshops have been operating for five years, and they inservice the entire school district upon request.

Number of individuals served: 1,500 students in grades 1-12

Number of schools served: Over 30 schools

Evaluation reports available: Yes

Descriptive materials available: Workshop formats; Structural outlines; Concluding data

For further information, contact:
Don R. Benning, Assistant Superintendent
Human-Community Relations
3902 Davenport Street
Omaha, NE 68131

Jefferson County Public Schools Environmental Education Progrlam

Agency:
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

Brief description: The Jefferson County Public Schools' environmental education program is based on the following goals: (1) to increase appreciation of the complexity and beauty of our natural environment; (2) to provide learning activities in real-life situations and to add to students' background experience; (3) to provide opportunities for students to learn some functions of community living and cooperation in a setting away from home; (4) to help students grow in understanding of adults and their teacher in a relaxed atmosphere; (5) to help students improve their attitudes toward learning, their peers, and their own self-concepts.

To achieve these goals, the Board of Education has sponsored a Residential Environmental Education Program at Otter Creek and an Environmental Education Center at Blackacre Nature Reserve.

For further information, contact:
David Wicks, Coordinator
Project I.D.
3332 Newburg Road
Louisville, KY 40218

Wildwood Outdoor Education Program

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Wildwood Program is intended for pre-sixth grade students and blends the ideals and fun of an 11-day camping experience with classes designed to strengthen learning abilities and self-concepts. The major goals of the Wildwood Summer Program are to provide motivation for and excitement about learning by placing students in a unique outdoor setting and providing a curriculum designed to focus on the basic skills; to promote positive self-concepts and group interaction through success-oriented experiences; to provide positive role modeling through district teachers and high school students who act as teacher and counselor aides; and to relate all learning experiences back to the classroom, home, and community. The program extends beyond the summer months to a follow-through program during the school year. Financial support in addition to district funding is provided by monies from local business, industries, and trusts and foundations.

Program staff: Wildwood directors and staff, 1 district teacher

Scope: Fifth grade students

Number of individuals served: Approximately 500 fifth grade students

Number of schools served: 35 elementary schools

Evaluation reports available: Annual reports available.

Descriptive materials available: Annual report includes a program description.

For further information, contact:
Pat Tennison, Coordinator
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

A Guide to Social Studies Curriculum Development for Missouri Educators

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: The book serves as a guide for local school districts interested in strengthening their curricula in social studies. Chapters discuss defining social studies, identifying resources for social studies, writing curriculum, selecting objectives, dealing with values and controversy, creating stimulating activities, determining scope and sequence, selecting textbooks, and evaluating the curriculum.

The book is available from Missouri Testing and Evaluation Services, 403 S. 6th Street, Columbia, MO 65211, at $2.50 each.

For further information, contact:
Warren Solomon
State Department of Education
P.O. Box 480
Jefferson City, MO 65102

Law-Related Education Program Abstracts

Agency:
Michigan Department of Education
Box 30008
Lansing, MI 48909

Brief description: This document presents abstracts of the following programs: (1) Michigan Conference on Law-Focused Citizenship Education (East Lansing and Flint); (2) Law in the School Curriculum Committee (Flint); (3) Calhoun County Court Watch (Battle Creek); (4) Calhoun County Law-Related Education (Battle Creek); (5) Law Studies Fusion Project (Battle Creek); (6) Michigan State University Law in the Social Studies Project (East Lansing); (7) Police - School Related Program (Flint); (8) High School Law Program (Grand Rapids); (9) Legal Services of Eastern Michigan Education Project (Midland); (10) Secondary Social Studies Instructional Improvement Project (Pontiac); (11) Buena Vista Student Court (Saginaw). The abstracts include the subjects, activities, teaching and administrative staff, participants, and funding sources involved in each program.

For further information, contact:
John Chapman
Social Studies Specialist
Michigan Department of Education
Box 30008
Lansing, MI 48909

The Rights and Responsibilities of Citizenship in a Free Society--A Law-Oriented Curriculum Guide for Grades K-12

Agency:
Department of Elementary and Secondary Education
P.O. Box 1480
Jefferson City, MO 65102

Brief description: This curriculum resource book helps teachers teach students about the legal system, the role of law in their lives, and the rights and responsibilities of citizens in American society. The book includes objectives, teaching strategies, and substantive information about the legal system.

The book is available from The Missouri Bar, P.O. Box 119, Jefferson City, MO 65102, at $10.00 a copy.

For further information, contact:
Warren Solomon
Missouri Department of Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2641

Social Studies Basic Skills Connection

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: Practical strategies are offered for strengthening students' reading, writing, and thinking skills in the context of elementary and secondary social studies.

The book is available from Missouri Testing and Evaluation Service, 403 S. Sixth Street, Columbia, MO 65211, at $3.00 each.

For further information, contact:
Warren Solomon
State Department of Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2641

Section 8

Programs for Gifted and Talented

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Advanced Academic Preparation Program A^2P^2

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The Advanced Academic Preparation Program (A^2P^2) began in the winter semester of 1983. This was the first in a series of steps to develop cooperative projects between the Detroit Public Schools and Wayne State University which would focus on an intensive pre-college experience with accelerated academic courses for 11th grade students. This program is taught by Wayne State University faculty on campus, and prepares students for advanced placement. The classes are conducted on Saturdays from 9:00 a.m. to 1:00 p.m. for a full semester, and students who successfully complete the courses receive five (5) hours of credit in the following subjects: Advanced Computer Applications, Art, Biology, Critical Thinking, Expository Writing, Literature, Mathematics, Oral Communications, Foreign Languages, and Historical Origins of Major Crises and Issues.

Goals and expections of the program are: (1) To give students academic experience within the college environment in order to motivate them for high academic achievement; (2) To strengthen problem solving skills in order to prepare them for advanced placement courses during their senior year; (3) To expose students at the junior level to college professors who can offer them rigorous academic subjects, not necessarily at the freshman level, but which will include a variety of experiences in order to ensure confidence and competent performance in later freshman level work; (4) To motivate the students to accept new challenges and high academic performance with mature behavior;
(5) To have Wayne State given top consideration in their choice for pursuing a college degree; (6) To develop a working partnership between DPS faculty and WSU faculty within the disciplines so as to assist in the improvement of public education within the metropolitan community.

The Advanced Academic Preparation Program is open only to gifted or high ability students who meet these specific criteria: (1) Have 11th grade standing; (2) Have a minimum cumulative grade point average of 3.0; (3) Meet the prerequisites stated for each course; (4) Make a commitment to attend all classes; (5) Have the support of their parent or guardian; (6) Return their application by the deadline date.

Program staff: University professors and/or graduate students

Scope: Eleventh (11th) grade students plus gifted students at the 10th grade level

Number of individuals served: Approximately 400

Number of schools served: All high schools in Detroit (22)

Evaluation reports available: Wallace T. Williams, Assistant Provost, Wayne State University, Detroit, MI 48202

Descriptive materials available: A syllabus is prepared for each course.

For further information, contact:

Dr. Paul Hovsepian, Divisional Director
Mathematics and Science Education
932 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1610

Battelle Youth Science Program

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The Battelle Youth Science Program is designed for gifted and talented mathematics and science juniors and seniors of the Columbus Public Schools. It is designed to afford its students opportunities to develop their skills and knowledge in mathematics, computer science, physics, chemistry, and to create, develop, and carry out a program of individual research in an area of the student's choosing. It provides students with professionally equipped science and computer laboratories and a library dedicated to mathematics and science. In addition, BYSP provides students with enriched experiences through direct interaction with members of the local scientific community who may serve as mentors to the students in their research projects. Juniors attend morning classes at BYSP and return to their home schools for their social studies and language arts classes in the afternoon. The program is a joint venture of the Columbus Public Schools and the Battelle Memorial Institute Foundation. The school system provides the physical facilities, and the Foundation's endowment provides funding for the instructors.

Juniors in the program take Advanced Mathematics, Advanced Physical Science I, and Computer Science I as required core courses. In addition to these subjects, the Research in the Sciences I course provides Juniors with the necessary background in experimental design and statistical analysis to do original research and to interact with the professional scientist.

Senior students take AP Calculus, Advanced Physical Science II, and Computer Science II. They also take Research in the Sciences II as a continuation of the research begun the previous year.

In addition to the required course offerings, students may elect to pursue other interests in the form of individual studies (minicourses) in microbiology, astronomy, electronics, non-Euclidean geometry, probability, and others which may be developed as needed.

During the two years of the program, students normally earn 4 units of credit in Math/Computer Science and 4 units of credit in Science. By electing optional minicourses, they may earn as much as one additional unit of credit.

Program staff: There are two instructors in the program: a mathematical sciences instructor and a physical sciences instructor.

Scope: Juniors and seniors enrolled in the Columbus Public Schools

Number of individuals served: 50 students total: 25 juniors and 25 seniors

Number of schools served: All 16 Columbus high schools

Evaluation reports available: Each year the BYSP Program files a report with its Board of Governors and Advisory Committee. Dr. Howard Merriman coordinates the development of the report's format. The report lists the Program's accomplishments, activities, and goals successfully completed during the previous academic year.

Descriptive materials available: BYSP Annual Report; BYSP Student Journal; BYSP Program Description; BYSP Applicant's Packet (updated yearly during recruiting)

For further information, contact:
C. Terry Balko
Mathematics Coordinator
(614) 464-4591 ext. 225

Teresa Ayotte
Mathematical Sciences Instructor
(614) 464-4591 ext. 256

David K. Lewis
Physical Sciences Instructor
(614) 464-4591 ext. 255

CLUE (Creative Learning in a Unique Environment)

Agency:
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

Brief description: The CLUE program represents an effort by the Memphis City Schools to provide an educational program designed to meet the needs of academically talented and gifted students in elementary and junior high schools. Each week, identified students attend two half-day sessions at a centrally located school serving several neighboring schools. Parents provide transportation. The CLUE curriculum provides differentiated educational experiences that enable gifted students to acquire processes and skills for maximum development of higher levels of thought; to learn communication, negotiation, and interaction skills; and to develop techniques for independent research. Specific activities designed to achieve these objectives include brain teasers, group dynamics activities, independent study, mini-studies, group discussions, creative problem-solving and decision-making techniques, creative activities, field trips, contact with resource persons, and values clarification. Students may gather information with movie or slide cameras, portable tape recorders, or videotaping equipment. Unique features of the CLUE program include: voluntary participation; no letter grades; no textbooks; continuous evaluation by parents, students, and teachers; no required homework; extensive community involvement (the media, museums, universities and colleges, government agencies); and teachers as non-authorization facilitators of student interests.

Program staff: Consultant; 42 teachers

Scope: Begun in 1970, the CLUE program services intellectually/academically gifted students in grades 1-9 in the Memphis City Schools. The program has been replicated in many school systems in Tennessee, as well as in other midwestern states.

Number of individuals served: 2,400

Number of schools served: 137

Evaluation reports available: Program description (April 1970); diffusion reports, end of project report; Title II evaluation

Descriptive materials available: Brochure; "Handbook for Teachers"

For further information, contact:
Mrs. Jo Patterson, Consultant
CLUE
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

Commonwealth Diploma Program

Agency:
Kentucky Department of Education
Frankfort, KY 40601

Brief description: This program was implemented for the following purposes: (1) to encourage intellectually/academically advanced high school students to take course work challenging to their abilities and in preparation for post-graduate studies; (2) to recognize those high school students whose academic efforts were beyond those necessary to meet the minimum graduation requirements; and (3) to facilitate entry into advanced courses at the college/university level.

Program activities: (1) Local school districts applied to the Kentucky Department of Education for participation in the program (as of 10/23/85, 15 districts were participating); (2) Local school districts sent in to the Department the list of potential Commonwealth Diploma candidates for the 1985-86 school year (as of 10/23/85, approximately 250 students were listed as potential candidates); (3) two training sessions in the Advanced Placement/Commonwealth Diploma Programs were held for teachers across the state; (4) Commonwealth Diplomas will be issued by the Department, and Advanced Placement test costs will be reimbursed by the Department for those students receiving the Diploma.

Plans for the continuation of this program: (1) Additional districts will be encouraged to participate in the program; (2) Additional training sessions will be held for teachers; (3) The Department will work with the Council on Higher Education to ensure that the Commonwealth Diploma gains acceptance in the institutions of higher learning.

For further information, contact:
Kentucky Department of Education
Frankfort, KY 40601

ENCORE and EXCEL Programs

Agency:
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Brief description: Metropolitan Public Schools provides two system-wide enrichment programs in the K-8 years. EXCEL, designed for all students (including the certified gifted), is offered within each local school. The title EXCEL reflects the school system's intent to expose students to experiences which will motivate them toward excellence. ENCORE is designed for only certified gifted and academically talented in grades 3-8. The program is offered at four specified centers for grades 3-6, and at 13 locations throughout the system for grades 7-8. Eligible students from the entire school system are taught by the 10 Teachers of Gifted (TOG), who also work in the EXCEL program in the local schools. The title ENCORE symbolizes the desire by the Metropolitan Public Schools to meet the demand for a more intensive curriculum for these highly qualified students.

Program staff: The Teachers of Gifted serve as instructors, and an in-school coordinator, selected by the principal, works with teachers and principals in EXCEL.

Scope: System-wide

Descriptive materials available: Yes

For further information, contact:
Dr. Helen Brown
Director of Elementary Programs K-8
Metro Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Gifted and Talented Program

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The goal of this program is to provide services to students (K-12) exhibiting intellectual giftedness in order that they may develop their potential to the highest degree. The Gifted and Talented Program identifies and serves intellectually gifted as follows:

Elementary -- (1) Small groups of identified gifted and talented students are placed within the regular classrooms of teachers in selected schools who receive inservice training on educating gifted children. The Program staff gives special assistance to the teachers so they can provide enriching experiences for the gifted. (2) Volunteers, teachers and librarians are trained to lead small groups of students in reading and discussing classic literature through the Junior Great Books Program.

Middle -- (1) The Junior Great Books Program, (2) foreign language and algebra at the eighth grade level, (3) independent study projects, (4) computer support instruction, (5) participation in the Midwest Talent Search, (6) Olympics of the Mind.

High School -- (1) Advanced placement, scholarship information and college credit opportunities are provided. (2) The Battelle Youth Science Project offers accelerated math and science study. (3) The Fort Hayes College Credit Program operates in cooperation with Capital University. (4) There is opportunity for concurrent enrollment in local institutions of higher education. (5) Computer support instruction is offered. (6) Advanced theatre, music and art courses are offered.

The staff of the Gifted and Talented Program is available to all Columbus administrators and teachers for the purpose of consultative services in areas of gifted and talented education.
Program staff: Elementary program, 5 resource persons and a counselor; middle school program, 5 librarians, 1 supervisor, teachers and volunteers
Scope: Programs have been operating since 1978 and now serve all schools and all grade levels.

Number of individuals served: 1,500+ students

Number of schools served: 69 elementary schools, 24 middle schools, 17 high schools

Evaluation reports available: Yes

Descriptive materials available: Parent handbooks, program descriptions, program brochures

For further information, contact:

Jeanne Hilson
Supervisor of Gifted and Talented
Columbus Public Schools
Alum Crest Center
Columbus, OH 43215
(614) 443-6566

The Lazarus Program for Excellence in Writing

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The Lazarus Program for Excellence in Writing is a three-year cooperative effort of the Columbus Public Schools, the Ohio State University and the Lazarus Department Stores, and is designed to promote writing in all content areas. The program has three components: (1) monthly awards and public recognition for outstanding student and teacher writers in 16 high schools; (2) a Writer's Symposium; (3) a graduate-credit seminar for teachers on writing across the curriculum.

The Lazarus Program, implemented through a grant from the private sector, demonstrates that the improvement of literacy is a shared responsibility. While teachers of English language arts must accept the important role of teaching the writing process, teachers in other academic and non-academic classrooms must assure that writing is expected in their programs as a way of learning and a way of demonstrating growth in thinking skills. But, beyond the classroom, students must be shown that writing is valued and sought by the community, that good writing is worthy of public recognition, and that good writing sells.

The three components of the program are implemented as follows:

(1) Each month, one outstanding student writer from each Columbus high school is presented a $25 award at a Columbus Board of Education meeting. In addition, one high school teacher from the district is chosen for a writing award. Winners are selected based on entries judged by a panel from the Ohio State University and the Columbus Public Schools.

(2) During the school year, teachers in all content areas and students are invited to hear distinguished professional writers discuss their work. The guest writers represent a variety of disciplines. Writers such as Richard Selzer, surgeon; Fred Hechinger, journalist; William Least Heat Moon, writer of non-fiction; and Gwendolyn Brooks, poet, have been featured. Other special events are directed toward a smaller audience, consisting of teachers who have a particular interest in the speaker.

(3) Twenty-five teachers from a variety of content areas each year participate in a two- or three-quarter Ohio State University graduate-level seminar to improve their personal writing skills, reflect upon the Symposium speakers' presentation and explore techniques for incorporating writing into their programs of instruction. In addition, these teachers are encouraged to assume a leadership role in promoting writing as a way of learning in all content areas.

Program staff: 1 resource teacher, clerical support, other teachers as needed for judging and preparing for special events

Scope: Teachers and students, grades 9 through 12

Number of individuals served: 2,016

Number of schools served: 16

Evaluation reports available: "A Year-End Summary--1984-85"

Descriptive materials available: A brochure describing the program is available. Monthly collections of student writing as well as an end-of-year anthology of student and teacher writing may be viewed in Columbus.

For further information, contact:
Carol Brown
English Language Arts Supervisor
Columbus Public Schools
Alum Crest Center
2200 Winslow Drive
Columbus, OH 43207

Program of Mathematics and Science Activities for Gifted and Talented Students, K-6 (MASA)

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This program for gifted and talented students in mathematics and science was developed under a three-year Title IV-C grant. There are three main components to this program. The first component consists of inservice training for teachers. The MASA Handbook complements the training, serving as an orientation to the education for the gifted and providing strategies and techniques to use when working with these students. The second component is the formal selection process of identifying students for the program. This process is conducted in two phases: Nomination and Identification. Teachers using these materials should received training in these phases. The third component of the program consists of the activity guides. A wide variety of activities is contained within the various activity guides. The activities are organized into topical units, concentrating on the higher level thinking skills. They are designed to serve as an extension and enrichment of the basic adopted classroom curriculum.

The MASA program is designed to be flexible so that it may be used in a variety of classroom settings. The following units are included at both the primary and intermediate levels: Mathematics--Problem Solving, System of Numbers, Measurement, Geometry, Statistics & Graphs, Probability, Computer/Calculator; Reference; Science--Earth, Physical, Life, Reference.

Program staff: Coordinator of supervisor for gifted programs, teachers

Scope: The program is in use in several elementary schools and is being phased into others with Cincinnati Public Schools. In addition, during the 1982 and 1983 "adoption" cycle of Title IV-C, the MASA program was awarded to 30 public school districts as well as many non-public schools throughout the State of Ohio. Also, several people from outside Ohio have purchased the materials for use in their schools, including representatives from Canada, Australia, North Africa, and England. The materials will also be used as part of a course in the Cincinnati Public Schools Professional Growth Institute.

Number of individuals served: 1980-81: 15 teachers, 225 students (field test year); 1981-82: 30 teachers, 325 students (phase-in); 1982-83: 50 teachers, 450 students

Number of schools served: 1980-81: 13 schools; 1981-82: 17 schools; 1982-83: 20 schools

Evaluation reports available: Termination report available from 1981, contains evaluation for three years. Since 1982, this program has been available to schools upon request. Inservice and program materials are provided at no cost.

Descriptive materials available: Brochure, price list.

For further information, contact:
Cathy Petrosky
Resource, Planning and Development
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Resource Room for Gifted and Talented "High Flyers"

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: The Edmunds-Jefferson attendance center provides a resource room for students in grades 2-6 who have been identified as talented in academic, intellectual, and creative thinking areas. One full-time resource teacher serves both buildings in a partial pullout program. Students spend approximately three hours per week in the resource room.

Edmunds-Jefferson is a magnet school. Majority students from throughout the city may attend under the guidelines of voluntary transfer, which are part of the district's desegregation program. Bus transportation is provided. Edmunds-Jefferson provides a fine arts emphasis throughout the curriculum.

Assessment of each child's strengths and weaknesses is made through the S.O.I Learning Abilities materials developed by Mary Meeker and with additional data from many sources. Individual written programs are developed. Independent research and communicative skills are components of the program. In addition to individualized projects, there is a considerable amount of group work to nurture higher order thinking skills. The resource teacher makes systematic efforts to build bridges with other classroom teachers in the two buildings and with all parents.

Program staff: One full-time teacher

Scope: The program was modeled after a successful resource room program at Dunlap and Greenwood, implemented in 1980-81 with a grant from Northwest Area Foundation. The Edmunds-Jefferson program is funded by the district and is available to identified students eligible for voluntary transfer to the Jefferson-Edmunds attendance center, up to the maximum number

Number of individuals served: 46 per year

Number of schools served: Jefferson and Edmunds (with students transferring from many elementary schools throughout the district

Evaluation reports available: September 8, 1982, from Department of Evaluation and Research, Des Moines Public Schools

Descriptive materials available: No formal materials

For further information, contact:
Shirley Hetherington, Resource Teacher
Betty Williams, Edmunds Principal
Michael Schaumburg, Jefferson Principal
Florence Hoffman, Coordinator of Gifted and Talented Education
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307
(515) 284-7856

Section 9

Programs for Institutional Reports

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Documents:

Akron Public Schools Code of Student Behavior (Akron) 9.8
Annual Report: Cincinnati Public Schools (Cincinnati) 9.9
Basic Descriptive Data: Cincinnati Public Schools (Cincinnati) 9.10
Better Education for Michigan Citizens: A Blueprint for Action (Michigan SEA) 9.11
Detail and Summary Budget Presentations: Yearly (Cincinnati) 9.12
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Jefferson County Public School K-12 Learnings Chart (Louisville) 9.14
Juvenile Justice Handbook for Missouri Schools (Missouri SEA) 9.15
Local School Goal Setting Process Manual (Cincinnati) 9.16
Racial/Ethnic Distribution of Public School Students--State of Missouri (Missouri SEA) 9.17
TOTEM (Omaha) 9.18

Related Listings:

Direction for the Utilization of Paraprofessionals in Special Education in Nebraska (Nebraska SEA) 12.9
Guide for Effective Utilization of Paraprofessionals in Special Education (Nebraska SEA) 12.10
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska (Nebraska SEA) 12.11
Two-Way Street (Michigan SEA) 3.32

Five-Year Program Development Plan

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The Five-Year Program Development Plan for the Jefferson County Public Schools sets the standards for the district's program/budget planning until 1990. The plan includes a method of lowering the pupil-teacher ratio at the elementary level to 23/1 in 1990. The approach was initiated during the 1985-86 school year by reducing the number of split classes and by mainstreaming more Exceptional Child Education students into the regular program.

Other major features of the plan are expansion of the district's computer education, science, music, art, physical education, and athletic programs.

For further information, contact:
Dr. Donald W. Ingwerson, Superintendent
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Local School Advisory Committees

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The formation of Local School Advisory Committees (LSACs) was mandated by the Board of Education in all 80 schools for the 1982-83 school year. LSACs have a representative membership that includes staff, parents, and community members, as well as students at the secondary level. Meeting at least three times during the school year, the advisory groups are charged with the responsibility of making recommendations about decisions concerning issues affecting their schools. By 1983-84, 54 schools had operational Local School Budgeting (LSB) teams. These teams recommend how money is to be spent in their schools. All committee members have access to information that assists them in assessing the particular needs of their local school. Some of this information includes enrollment data, standardized test results and survey results. After the needs of the local school have been determined, LSAC members set goals for meeting those needs using a system-wide process established a few years ago. The goals may deal with any identified need, from the improvement of school discipline to the selection of a principal to fill a vacancy. Plans for implementing the goals involve locating resources both within and outside the district. For LSB schools, this may include reallocation of various line items in the local school budget. Evaluation of the plans, another responsibility of the committee, is necessary to ensure that the identified needs have been met. Training is provided for LSAC members in person and via slide/tape presentations at the local school level. Sessions relate to group process, educational planning, and finance.

Program staff: Coordinator, Secretary

Scope: Local School Budgeting operates in 54 schools. The process began during the 1980-81 school year, involved all schools by 1984-85. LSACs have been in operation since the fall of 1982 district-wide (80 schools). Representation on these advisory committees is from staff, parents, and community.

Number of individuals served: More than 1,000

Number of schools served: 80 elementary, secondary, and special schools

Evaluation reports available: Results of the Local School Budgeting Liaison Survey, February 1983, Joseph F. Gastright; Local School Advisory Committee Evaluation Report

Descriptive materials available: "Local School Goal Setting Process;" "The Local School Advisory Process in the Cincinnati Public Schools;" scripts fromn slide/tape presentations: "Needs Assessment and Goal Development for Local Schools;" "Understanding Your local School Budget;" "Program Planning and Resource Identification;" "Evaluating the Outcomes of Education Programs"

For further information, contact:
Diane Perrone Skiff, LSAC/LSB Coordinator
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Public Communications Project

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This two-year project developed procedures and guidelines for communicating with the general public concerning ten specific areas of school operation: school revenues, school expendituires, special education, student learning needs, curriculum offerings, student achievement, school facilities, pupil support services, safety and discipline, and program effectiveness.

Program staff: Director, communications specialist, graphic technician, or can be used by single individual

Scope: The project began in September 1977. The first year of the project was devoted to the development and production of a set of communication guidelines for each of the specific areas of school operations identified above. The second year of the project (1978-79 school year) was devoted to field testing the sets of guidelines in school systems throughout Ohio. There were 123 school systems participating in the field test stage. At the conclusion of the field test, the guidelines were revised and printed for final dissemination in September 1979. The primary target population is the residents of the Cincinnati Public School District.

Number of individuals served: 51,000 students and 380,000 other residents

Number of schools served: Approximately 79

Evaluation reports available: Evaluation report of first-year activities of the project

Descriptive materials available: Formal proposal, brochure, sample sets of guidelines, and communiques developed by the project

For further information, contact:
John Brunner, Director
Public Communications Project
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Sex Equity Resources: Programs and Activities

Agency:
Michigan Department of Education
Office for Equity
P.O. Box 30008
Lansing, MI 48909

Brief description: A description of programs and activities developed by the Office for Sex Equity in Education, Michigan Department of Education, including conferences, workshops, materials, and extended services (a jobs network, a media fair, etc.). The materials are a rich compilation including these titles: "Selected Bibliography of Non-sexist Fiction (7th - 12th grades);" "A Student Guide to Title IX;" "A Parent Guide to Title IX;" "Guidelines for Eliminating and Preventing Sex Discrimination;" "They Chose Greatness: Women Who Shaped America and the World;" "Sex Equity in Education (An Annotated Bibliography);" "Bias Review Procedure;" "Title IX Teaching Unit for Secondary Students;" "On Site Needs Assessment and Long-Range Planning for Sex Equity (OSP);" "A Packet of Elementary Classroom Activities to Teach Students About Sex Role Stereotypes;" "The Michigan Model Pilot: Increasing the Number of Female Administrators in Michigan Public Schools;" "Content Specific Bibliographies: Minority Women;" "Content Specific Bibliographies: American History"

Descriptive materials available: Materials available upon request.

For further information, contact:
Jo Jacobs, Coordinator
Office for Sex Equity in Education
School and Community Affairs
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

Standards of Achievement: District Profile

Agency:

Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The "Standards of Achievement: District Profile," published by the Jefferson County Board of Education, is a document containing the 1985-86 Board goals and specific standards of achievement for the district and its schools.

Each year the standards of achievement will increase as the district challenges each local school to continue its efforts to provide the best possible education for every child. The Board will compare the accomplishments of the district to the district norm (the average of the standards of achievement of all Jefferson County Public Schools) and to the local school profiles.

Local schools will develop individual plans of action for meeting the district standard. The local school plan will be drafted in the fall, shared with parents and community, and evaluated in the spring with a local school "report card" on achieving the plan of action. The "Standards of Achievement: District Profile" contains a "Local School Profile" component which provides a standard format for reporting and analyzing results.

For further information, contact:
Dr. Donald W. Ingwerson, Superintendent
Jefferson County Public Schols
P. O. Box 34020
Louisville, KY 40232

Akron Public Schools Code of Student Behavior

Agency:
Akron Public Schools
70 N. Broadway
Akron, OH 44308s

Brief description: This brochure outlines the rules and regulations as set forth by the school system pertaining to student rights and responsibilities, administrative removal from school, student behavior and discipline, procedures for suspension and expulsion, attendance procedures, corporal punishment, liability of parents for vandalism, search and seizure, and student interrogation.

For further information, contact:
Robert Zupke, Director
Pupil Services
Akron Public Schools
70 N. Broadway
Akron, OH 44308
(216) 434-1661 ext. 226

Annual Report: Cincinnati Public Schools

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This report contains information pertaining to activities of students and school personnel during the school year. The Table of Contents includes: (1) Student Achievement: A Success Story; (2) Educators Strive for Consistency, Fairness; (3) Alternatives Offer Students a Choice; (4) Helping Special Children; (5) Budget Cuts Affect Programs, Personnel; (6) Improving Management & Administration; (7) Teaching . . .and Learning; (8) More Work for Fewer Dollars; (9) Building a Bridge Between Community & Classroom.

Descriptive materials available: Document will be made available to others on loan.

For further information, contact:
John A. Brunner
Head of the Communications and Reference Section,
Evaluation Branch, CPS
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Basic Descriptive Data: Cincinnati Public Schools

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This document, published in March 1981, is a narrative and graphic sketch of significant descriptive variables relating to the Cincinnati Public Schools. Much of the data presented were identified on the basis of their importance for school system planning for the 1980s. Notable findings based on these data are outlined. These include such generalizations as: (1) Cincinnati Public School staff is racially balanced, and more schools than ever have student racial balance. (2) Student failure rates are high; social promotions are not in evidence. (3) Academic achievement in reading and mathematics is on the rise. (4) Cincinnati Public Schools must try to operate financially for the next six years on five years of additional revenues. Documentation relevant to each of the 15 generalizations outlined in the document is provided as well.

For further information, contact:
Bernard M. Barbadora
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202
(513) 369-4855

Better Education for Michigan Citizens: A Blueprint for Action

Agency:
Michigan Department of Education
Box 30008
Lansing, MI 48909

Brief description: This is a State Board of Education booklet containing recommendations for local and intermediate school districts, college and universities, the governor and the legislature to improve Michigan schools. The recommendations are a result of several years of research into the improvement of the education system.

For further information, contact:
Teressa Staten
Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-4595

Detail and Summary Budget Presentations: Yearly

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The Cincinnati Public School budget analysis document presents the results of several years of effort from the Board, Administration, Cincinnati Business Committee and volunteer citizen groups who worked to develop a sound decentralized budgeting process which involved parents, community, school staffs, and principals. In the detailed presentation, there are sections containing the district budget and per pupil analysis, the summary of instructional staff by school, the detail budget analysis by school, individual school profiles, the central functions and unallocated budget analysis, alternative program descriptions and locations, the school staffing formula, and the Cincinnati Public School District map. In the summary presentation, there are concise sections with basic descriptive data, basic financial data, budget per pupil analysis, and a comparative budget analysis.

For further information, contact:
John Grate, Director
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

DPI Publications Listings

Agency:
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707

Brief description: Current curriculum guides and related materials available from the Wisconsin Department of Public Instruction for a nominal charge or free are listed, as well as order information. Copies available on request.

For further information, contact:
David Jamieson, Publications Supervisor
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707

Jefferson County Public Schools K-12 Learnings Chart

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The Jefferson County Public Schools K-12 Learnings Chart" is designed to provide the public with an overview of important student learnings for each subject area as taught at each grade level. The chart also displays program standards in terms of time spent on required subject areas in the district's elementary, middle and secondary schools. The 36" x 60" chart is displayed to the public in each school in the district.

For further information, contact:
Dr. Booker Rice
Assistant Superintendent for Instruction
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Juvenile Justice Handbook for Missouri Schools

Agency:
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: This handbook is a practical guide for cooperative relations among school officials, police, juvenile authorities and the courts. Its discussion of the role of the school district includes policies and procedures; advisory committee and contact persons roles; coordination with the police department, courts, and other agencies; confidentiality of information, bus conduct, attendance and truancy, suspensions and expulsions. The manual describes the role of the police and the role of the county juvenile court in detail and includes a glossary of legal definitions.

For further information, contact:
Joan Solomon, Director of Urban Education
Missouri Department of Education
Box 480
Jefferson City, MO 65102
(314) 751-2931

Local School Goal Setting Process Manual

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The local school goal setting process contained in this booklet reflects the results of the evaluation that was done of the initial goal setting efort of the Cincinnati Public Schools in the spring of 1981, with a comprehensive identification of school needs and goals, and objective data and information about the problem identification phase. The main priorities that emerged from the schools were used to establish district-wide goals and specific subgoals for each principal to review with staff, parents, and community to help ensure that each school is sticking to its priorities.

For further information, contact:
James M. Morgan
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Racial/Ethnic Distribution of Public School Students--State of Missouri

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: The racial/ethnic data in these reports were abstracted from elementary and secondary school civil rights surveys.

For further information, contact:
Liz Calvin, Director
Technical Assistance Unit
Department of Elementary & Secondary Education
515 East High Street
Jefferson City, MO 65102

TOTEM

Agency:
Omaha Public Schools
3902 Davenport Street
Omaha, NE 68131

Brief description: TOTEM is an annual compilation of creative effort by students in the Omaha Public Schools in kindergarten through grade 12. Their work in the areas of written composition, both prose and poetry, is included, as are artwork and art illustration, musical composition, and foreign language composition and translation. The materials are selected and prepared for publication by the many staff members who have worked with the students in the various schools through Omaha.

For further information, contact:
Patrick Salerno, English Supervisor
Department of Instruction
Omaha Public Schools
3902 Davenport Street
Omaha, NE 68131

Section 10

Programs for "Students at Risk"/Compensatory Education/Remediation

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Alternative Learning Center

Agency:
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Brief description: The Alternative Learning Center is an intensive, short-term educational and counseling program for students who are unable to adjust to and profit from conventional school programming. Assignment to the program is made only with parent consent and after careful assessment. Students admitted include those expelled for violating school rules, students suspended from school on a repeated basis, and students exhibiting chronic truancy. Serious drug offenders, potentially violent students, certified emotionally disturbed students, and those students lacking commitment to continuing their education are not appropriate for Center services.

The Center addresses the individual needs of students through flexible programming, realistic expectations, and the varied use of appropriate school and community resources. The length of stay in the program ranges from one semester to an academic year and is guided by a student's capacity to make a satisfactory adjustment to a regular school environment or benefit from an alternative form of education such as adult basic education.

The purpose of the Alternative Center is to provide a positive learning environment that will assist students in developing academic and socialization skills necessary in the school setting, and necessary ultimately in making a satisfactory adjustment to society. The Center features six components: (1) Diagnostic-prescriptive assessment; (2) Academic; (3) Life Skills; (4) Counseling; (5) Transition and follow-through; and (6) Community Involvement.

Program Staff: The Center is staffed by a regular teacher, a pupil personnel specialist and an instructional aide.

Scope: The Center serves one class with a maximum of 15 students, along with varying number of students being transitioned back to their home school.

For further information, contact:
Dr. David Jones, Jr.
Director of Secondary Program
Metro Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Attendance Improvement Method (Project AIM)

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The Jefferson County Public Schools' Department of Pupil Personnel developed the Attendance Improvement Method (Project AIM) to promote on behalf of district students regular attendance and prompt arrival to classes. AIM's objectives focus on improving student attendance, reducing dropouts, increasing parental involvement and encouraging more effective communication between the home and the school. To address these objectives, the following components have been developed: Student Incentives, Student Call-Back System, Truancy Intervention Program, School Competition and Recognition and Public Relations.

Scope: District-wide, operating for 5 years

Number of individuals served: All students

Number of schools served: 160

Evaluation reports available: Student attendance has improved 3.5% in the 3-1/2 years of program operation as compared with an improvement of only 0.4% during the four years prior to implementation. During the 1984-85 school year (175) days), district attendance averaged 92.3%.

For further information, contact:
Mr. Stuart Sampson
Director of Pupil Personnel
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Computer Assisted Instruction - Disadvantaged Pupil Program Funds (DPPF)

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The purpose of this program is to establish learning centers in all DPPF-eligible middle schools, junior high schools and high schools for the purpose of remediating students whose California Achievement Test scores in reading or math are in the lower three stanines. The Computer Assisted Instruction Project Staff will provide inservice training for all learning center personnel in the use of the Cincinnati Instructional Management System, Diagnostic Prescriptive Reading System, Minimum Competency programs and on the use of the microcomputer in instruction.

Program staff: Project director, DPPF coordinators, secretary, teachers

Scope: This project is targeted for grades 6-12. Criteria and procedures for selection of students involve the learning center staff identification of students by CAT test scores with approval of their principal.

Number of individuals served: Approximately 3,300

Number of schools served: 5

Evaluation reports available: DPPF Monthly Progress Reports

Descriptive materials available: 1982-83 Component Narrative

For further information, contact:
Charles Nuckolls, DPPF
Educational Opportunity Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

ECIA Chapter I Program

Agency:
Akron Public Schools
70 N. Broadway
Akron, OH 44308

Brief description: The 1985-86 remedial program designed to facilitate academic achievement includes:

Reading Improvement--35 trained reading teachers and 15 reading tutors provide individual and small group instruction in 34 public elementary schools (grades 1-6) and 5 non-public elementary schools (grades 1-8).

Mathematics--15 mathematics teachers and 4 mathematics tutors provide individual and small group instruction in 17 public elementary schools and 3 non-public elementary schools. Students in grades 3-8 receive individually prescribed instruction which daily supplements their regular classroom instruction.

Supplementary kindergarten improvement program (SKIP)--Kindergarten students requiring help in reading and number readiness receive an additional half day of individually prescribed instruction from a supplementary kindergarten teacher and teacher aide. Class size is limited to 15 or less students in 17 elementary schools.

Program staff: Project director, staff, teachers

Scope: In operation for 20 years

Number of schools served: 34 elementary schools

Descriptive materials available: Brochures

For further information, contact:
Barbara Matthews, Director
Akron Public Schools
65 Steiner Avenue
Akron, OH 44301
(216) 376-5514

"Feeling Good" School Program

Agency:

Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: Jefferson County Public Schools, in cooperation with St. Anthony Hospital, Louisville Stoneware, and Coca-Cola Mideast Distributors, have launched a program that promotes "wellness" in schools. The theme for the program was adopted from Louisville's St. Anthony Hospital's Feeling Good Wellness Center. A "Feeling Good School" is a "Wellness School" A "Wellness School" creates the conditions that enable the student to learn about, practice, and lead a life of high performance. This recognition program is an opportunity for each school to "sound-off" about its excellent wellness programs. A wellness program is an organized approach to gaining essential attitudes, knowledge, and skills to manage school health better.

Descriptive materials available: Yes

For further information, contact:
Ms. Nanette Franck
Health and P.E. Specialist
Jefferson County Public Schools
P.O. Box 34020
Louisville, KY 40232

Homework Hotline

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Homework Hotline was initiated by the NAACP in January 1984. Its purpose, in addition to aiding students with their homework, was to provide one-on-one telephone contact for those who need individualized help in grasping overall concepts and basic skills which are necessary for further learning. The long-range goal of the program is to contribute to improved scholarship of the students. The Hotline also provides a vehicle for direct community involvement in supporting its students and school district. The Hotline was in operation more than 7 months during the 1984-85 school year. It was housed in a branch of the Public Library through the cooperation of the Kansas City School District. The district provided four telephone lines with roll-over capability. The Hotline operated four nights a week, Monday through Thursday, from 5:30-8:30 p.m. The Hotline was in operation for 93 days and was manned by volunteer tutors.

Program staff: 1 coordinator and 16+ volunteer tutors

Scope: K-12 students

Number of individuals served: Over 900 recorded calls in 93 days of operation during 1984-85

Number of schools served: 127 public/private schools in the Kansas City area

Evaluation reports available: 1984-85 Evaluation Report

Descriptive materials available: Contained in the 1984-85 Evaluation Report

For further information, contact:
Mrs. Elinor Wilson
Director of Elementary Instruction
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Homework Hotline

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The Jefferson County Public Schools' Homework Hotline, begun in 1982, is an after-school homework assistance center operated by volunteers who help students with phone-in questions concerning their studies. The center is open from 4 p.m. to 7 p.m. daily, Monday through Thursday. Nearly 1,000 students and staff donate to the center 3000+ hours of service each year. During 1984-85, student calls to the center were made in the following percentages: elementary students 50%, middle school students 37%, high school students-other students 4%.

Program staff: 1 adult, 6-8 student volunteers per day

Scope: District-wide, 13,000+ calls answered

Number of schools served: All

Evaluation reports available: Positive media coverage and public relations have been consistent.

For further information, contact:
Mr. George Unseld, Project Coordinaor
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40218

Jefferson County Adult Reading Program (JCARP)

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: Approved by JDRP, the JCARP is a program designed to deliver literacy and life-coping skills instruction. Two years of JCARP operation showed that materials, methods, and teachers were not singularly significant in program success, but that those students who attended more often showed greater gains. The necessity was, therefore, to develop a strategy to increase student retention. To that end, counseling was introduced into each of the four components of JCARP that aimed to address the personal and social needs of this population as well as their academic deficiencies. The four components or intervention strategies are: recruitment, staff training, instruction, evaluation.

Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Training is conducted at project site at scheduled intervals (adopter pays costs).

Evaluation reports available: JCARP participants experienced an attrition rate of 22%, whereas participants' rates in reading ability rose from grade level of 3.62 to 5.15 during 82 hours of instruction. This was .70 greater than for comparable programs. These effects have been consistent over the four years of program operation.

For further information, contact:
Mr. Buell Snyder, Project Director
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Kansas City Follow-Through Project: Resource Center

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Kansas City Follow Through Project is an individualized K-3 basic skills program with built-in motivation. The program introduces reading, arithmetic, handwriting and spelling at the kindergarten level and emphasizes the continuous mastery of these skills through the third grade. Kindergarten classrooms are staffed with at least one aide. A token reinforcement system is used to motivate kindergarten and first grade students to work up to their maximum achievement goals. Second and third grade students make daily work contracts with their teachers. Inservice training is provided for all teachers and aides. The program is an NDN exemplary project and has been validated.

Program staff: At least 1 teacher aide in each room is recommended. In adapted programs, volunteers are recruited.

Scope: K-3 students in 6 elementary schools

Number of individuals served: Approximately 800 K-3 students

Number of schools served: 6 elementary schools

Evaluation reports available: Annual evaluation results are available.

Descriptive materials available: Contact project director.

For further information, contact:
Mattie G. Story, Project Director
Follow Through Project
Phillips Elementary School
1619 E. 24th Terrace, Room 201
Kansas City, MO 64108
(816) 241-7791

LATCHKEY Program

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The LATCHKEY Program provides before and after school care for children of working parents. Because the care is under the supervision of the school, parents have the assurance that their children will be safe, occupied in creative activity, and supervised by certified staff.

The program opens at 7:00 a.m. and cares for the children until they are allowed in the classroom, on the playground, or at the breakfast program. The program resumes in the afternoon after school is dismissed, and care is provided until 6:00 p.m.

Teachers are certified public school teachers who have LATCHKEY as their prime responsibility. They do not work in LATCHKEY as an "add on" to a regular teaching schedule. Teachers may have certification in Home Economics, Elementary Education, Art, Physical Education, or Social Services. The previous experience of the teacher is important, but perhaps the most important factor is the enthusiasm, originality, warmth of personality, and charisma of the teacher. LATCHKEY uses the best possible teachers available.

Program staff: One teacher per school; if number is large an aide may be assigned or a second teacher

Scope: Children of working parents. Children ages K-4. Occasionally, a fifth grader is accepted if he/she is able to fit in with the group.

Number of individuals served: This can vary. Populations are mobile. Based on last year's figures, some 120-150 will be served this year.

Number of schools served: Definitely 5, possibly 6

Evaluation reports available: A brief evaluation report was completed at the end of the year. Much evaluation is in the form of comments from parents as they call for children.

Descriptive materials available: Promotional brochures are available.

For further information, contact:
Alice Johnson
Columbus Public Schools
270 East State Street
Columbus, OH 43215

The Learning Support Program

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Learning Support Program is designed to enhance the social and academic gains already being made at Fairview Alternative School by giving the students more of the personalized attention they so desperately need. Most of Fairview's student population consists of under achievers as well as remedial readers. The program focuses on enlisting members of the Kansas City community to come to Fairview to tutor students in reading skills. Most of the volunteer tutors have come from the Reorganized Latter Day Saints Church. The Church has adopted Fairview and Northeast High School as target schools for their support. A total of 12 volunteers, so far, have been working individually with Fairview students. The volunteers are not only tutors but have become mentors, confidants, and friends to the students. Test results are proof positive of the success of the program. Normal academic gains in reading achievement for Fairview students in the past have been four to five months within an average school year (9-month period). The tutored students have more than doubled average results by achieving an average of 9-months' gain in reading achievement. Individual gains have been as high as one year, two months.

Program staff: 1 school psychological examiner who works as a liaison, 1 reading teacher

Scope: Fairview Alternative School students with reading recognition skills below the 6th grade level

Number of individuals served: 12 students

Number of schools served: 1 - Fairview Alternative

Evaluation reports available: None

Descriptive materials available: The Tutor Student System, developed by Dr. John George of the University of Missouri, is a step-by-step phonetic reading system which is utilized to increase the reading skills of the student participants.

For further information, contact:
Debra A. Townsend
School Psychological Examiner
Fairview Alternative School
3850 Pittman Road
Kansas City, MO 64133
(816) 356-1258

Memphis City Schools Mental Health Center

Agency:
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

Brief description: This quality, comprehensive mental health program proposes: (1) to provide therapeutic, consultative, and preventive mental health services to all children and youth (including those who are abusing alcohol and drugs) and their families in the Memphis/Shelby County area; (2) to promote an educational climate in the Memphis City Schools conducive to fostering the mentally healthy growth and development of students; and (3) to establish and maintain effective relationships with the community as a component of the network of helping agencies within Shelby County. The program serves all children up to age 18 in the entire county with preventive mental health and social work services. The aim is to assist families, children, and teachers in the school setting in order to keep students out of special education when their handicaps are due to emotional or family problems. Services provided by the MCSMHC include: psychological and social diagnosing; individual, group, and family therapy; consultation (principals, teachers, parents, other agencies); working with suspended students; alcohol and drug abuse counseling; behavior management programs for several disruptive classrooms and one entire school; evaluating all students returning to Memphis from state correctional facilities; parent study groups (to assist parents in understanding and dealing with their child's special problems in learning disabilities, emotional disturbance, etc.); and staff-development activities of Memphis City Schools' staff (on behavior management, adolescents, learning disabilities, child abuse, communication skills, etc.).

Program staff: Director, 2 administrative supervisors, 6 supervising psychologists, 2 supervising social workers, 18 school psychometrists, 3 alcohol and drug abuse counselors, 2 clinical psychology doctoral-level interns, 18 psychological services workers, 18 school social workers, 13 clerical staff workers

Scope: Although incorporated as a School Mental Health Center in November 1969, the program did not attain significant staff size until the 1972-73 school year. The program now operates year-round and provides free services to any child or youth in Shelby County, whether they are Memphis City School students or not. However, only the Memphis City Schools receive formal services; school-related services are not available to non-public schools.

Number of individuals served: 3,500 referrals received in 1976-77 fiscal year

Number of schools served: 176

Evaluation reports available: "The Memphis City Schools Mental Health Center July 1, 1978 - June 30, 1978 End-of-Year Report"

Descriptive materials available: Mimeographed sheets on various services

For further information, contact:
James C. Paavola, Director
2597 Avery Avenue, Room 102
Memphis, TN 38112

Middle School Development Centers

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: An innovative approach to the unique social-educational needs of a select group of adolescent youths evidencing serious behavior problems was developed. A variety of educational opportunities was made available to the students to capitalize on their abilities and to motivate them. A remedial instructional program was implemented. Unique to this was the inclusion of the team approach representing the Office of Pupil Personnel Services' staff--school social workers, psychologists, and counselors. This staff related to the behavioral and emotional problems of the students and provided support and consultation to the school staff and the parents. These staff were assigned to the buildings on a full-time basis. Parents became active participants in remediating the identified problems of their children. In their home schools, the selected students have been unable to respond in a socially acceptable manner and are regarded as "students at risk." While evidencing academic potential, they have been unable to achieve it.

Program staff: Appropriate support is provided by a follow-up counselor and school social worker.

Scope: Selected groups of students from each of the participating administrative areas.

Number of individuals served: Approximately 300

Number of schools served: 2 with direct service; 20-25 schools may be involved when students are returned to a regular education facility.

For further information, contact:
Ann McCarthy, Director, Psychological Services
Mildred Ellis, Director, School Social Work Services
Eleanor Jones, Director, Department of Guidance and Counseling
Detroit Public Schools
676 Schools Center
5057 Woodward
Detroit, MI 48202
(313) 494-1000

Our Primary Purpose

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: Our Primary Purpose is a program at Iowa Lutheran Hospital for the treatment of chemically dependent adolescents. The resident treatment lasts for 60 days or more as the need arises. During this period, the patients will have opportunities to keep up with their schoolwork. The coordinating teacher will provide instruction and evaluation of work completed. Records of credit earned will be sent back to the home school of the patient to be counted toward graduation. Provision will be made for those who need to complete their GED program. The program is in place during the school year only.

Program staff: 1 certified teacher, 1 teacher associate

Scope: Adolescents from Iowa or from out of the state who are between the ages of 13 and 19 years of age with drug- and/or alcohol-related problems are treated at this facility.

Number of individuals served: 28 adolescents are under treatment

Number of schools served: 6 schools

Descriptive materials available: Materials can be requested from the office.

For further information, contact:
Michael Spicer, Executive Director
Our Primary Purpose
Iowa Lutheran Hospital
University at Penn
Des Moines, IA 50316

Project Follow-Through

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The Detroit Follow Through Project works to sustain and increase in the primary grades the educational gains made by children from low-income families who have had a Head Start experience and to offer an innovative program for those children who have not. The Detroit Program is self-sponsored (the Detroit Model) and uses a diagnostic/prescriptive approach to individualizing curriculum. Special enrichment in small groups is provided for the child with learning difficulties and for the child who is progressing at a superior rate. The project endeavors to satisfy the instructional, physical, and psycho-social needs of these children through a program of comprehensive services and parent-participation activities. Besides the instructional component, the supportive services include; health care, preventive health education, social services, and guidance and psychological services (staff development, testing and referral, work with parents, etc.).

Program staff: Director, teacher coordinator, social worker, psychologists, nurse, enrichment teacher, 12 paraprofessionals, secretary, clerical aide

Scope: The Detroit Follow Through Project was initiated in 1967-68 and now operates eight classrooms in two schools for kindergarten through grade three with approximately 100 children in each grade.

Number of individuals served: 405

Number of schools served: 2

Evaluation reports available: Follow Through Evaluation, Detroit Public Schools, November 1982

Descriptive materials available: "The Learning Trio" (A Parent Handbook)

For further information, contact:
Charmaine Johnson
Project Follow Through
Stevenson Building, Room 301
10100 Grand River
Detroit, MI 48204
(313) 931-4460

Reading Recovery Program

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The Reading Recovery Program is an early intervention program for first grade students who are at risk of reading failure. The program is designed to enable students to overcome their difficulties and to make continued progress in reading throughout their school years without long years of remediation. The program was brought to the Columbus, Ohio, Public Schools from New Zealand by Dr. Marie M. Clay and through the joint efforts of the Columbus Public Schools, the Ohio State University, and the Ohio Department of Education. Use of control groups and extensive collection of data provide evidence of the short and long range effects of the program. Research is being done by the Ohio State University College of Education.

There are a number of unique features in the Reading Recovery Program. Target students, the lowest in their classes, are provided one-to-one lessons daily by their classroom teacher or the Chapter I teacher. The half hour of one-to-one instruction each target child receives daily emphasizes the development of independence in "attacking" the printed page. Children read easy books and write during each lesson. Teachers chart and keep a journal of strategies used and student progress. Pupils are provided the extra help for as long as they need it; however, the average amount of time extra help is needed to "recover" the students so they need no extra help even after three years is 12-14 weeks. A unique cooperative teaching arrangement using Chapter I and classroom teachers makes the one-to-one instruction for target students possible. The Chapter I teacher and the classroom teacher share responsibility for each participating first grade class (approximately one-half of the school day). Each is also responsible for using the Reading Recovery techniques for half of the target children.

There is a strong emphasis on teacher training and support in the project. Teacher leaders as well as teachers were trained in the pilot year. Participating teachers are required to take one year of training for which they receive nine quarter hours of university credit. Teachers and teacher leaders are frequently required to demonstrate the use of the strategies they are using with children before their peers. Instruction for target children begins early in the school year and continues while teachers are enrolled in training courses. University personnel and teacher leaders provide support and counsel to teachers in the program.

Program staff: 13 teachers plus 3 teacher leaders in 1984-85; 20 teachers plus 3 teacher leaders being trained 1985-86

Scope: First grade students who are not learning to read

Number of individuals served: 55 students in 1984-85; 350 students in 1985-86

Number of schools served: 6 during 1984-85; 12 in 1985-86

Evaluation reports available: Not yet available
Descriptive materials available: None at present

For further information, contact:
Mrs. Shirley Mann, Director
Reading Department
Weinland Park School
211 E. 7th Avenue
Columbus, OH 43201
(614) 299-4195

Remediation Program

Agency:
Kentucky Department of Education
Frankfort, KY

Brief description: The establishment of a remediation program at the first and second grades provides for the immediate correction of learning deficiencies. The remediation program, in conjunction with the Kentucky Essential Skills Test, provides a way in which the weaknesses of the students in the early elementary grades can be identified and corrected before they become permanent impediments to their learning. This year, remediation was limited to the areas of reading and math. There are several levels to the remediation program in Kentucky. For those children scoring 10 percent or less below mastery in the reading and math areas tested by the KEST, remedial help is provided by their classroom teachers. For the pupils scoring from 10 percent to 25 percent below mastery levels, specially trained instructional assistants are provided, with each assistant working with no more than 22 students. Those children scoring more than 25 percent below mastery are being served in a separate, self-contained "transition" classroom. No more than 15 pupils are assigned to any "transition" room teacher, thus ensuring that those students have the individual attention they need to overcome their deficiencies.

The remediation program began with the enactment of Senate Bill 169 by the 1984 General Assembly. The law required Kentucky educators to define the skills that are essential for learning success in each grade. The legislation also required that all students be tested each year for mastery in those skills, and those students failing to demonstrate mastery would become eligible for remediation. Implementation of the program was staggered, and the remediation component of the program was not put in place until the fall of 1985. The Legislature appropriated $16 million for remedial assistance for grades one and two. Work on development and implementation of the remediation program was done by the state Department of Education with the assistance of an ad hoc taskforce of parents, teachers, and administrators that helped review proposals and make recommendations. Training was conducted in eight regional sessions in September at which the techniques for identifying the students' learning styles were taught, as were strategies for lesson presentation and evaluation of student learning and parent-teacher communications. To help the teachers further, a guidebook was prepared and distributed that contained learning activities designed to present the essential skills through each of the three learning channels: visual, auditory, and tactile.

Plans for the continuation of the project include: Post-test scores at the end of the current school year will be used to judge the effectiveness of the program; Alice McDonald, superintendent of public instruction, plans to recommend to the 1986 General Assembly that the remediation program be expanded to encompass grades three and four.

For further information, contact:
Kentucky Department of Education
Frankfort, KY

Saturday School

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Students who violate the standards of conduct of the Columbus Public Schools are subject to a variety of disciplinary actions. In cases where suspension from school could be deemed appropriate, an assignment to the Saturday School program may be considered as an alternative to out-of-school suspension.

This program has three major functions: (1) To provide students with the opportunity to re-evaluate their attitudes toward school by providing counseling service in an effort to solve the problems of the students. (2) To provide students the opportunity to remain in school and complete classroom assignments in lieu of an out-of-school suspension. (3) To serve as a deterrent against repeated violations.

Students are placed in Saturday School a maximum of three times for the same offense code during the school year. If violations of the standards of conduct continue after this, the student may receive an out-of-school suspension.

Program staff: Two faculty members are assigned to each school for Saturday School. They are on duty from 8:00 a.m. until 12:00 noon. It is recommended that Saturday School be staffed with a counselor and an academic teacher.

Scope: Students requiring disciplinary actions

Number of individuals served: The number will vary from year to year depending upon discipline cases.

Number of schools served: 26 middle schools; 16 high schools

Evaluation reports available: None

Descriptive materials available: Saturday School Regulations; Saturday School Log Sheets; Pilot Saturday School Program (1982)

For further information, contact:
Mr. James C. Furgason, Assistant Superintendent
Division of Middle and High Schools
Columbus Public Schools
270 East State Street
Columbus, OH 43215

"Say Nope to Dope" Video and "It Takes a Friend" Film

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief Description: "Say Nope to Dope" video is a two-minute rock video aimed directly at high school- and middle school-aged students. The message presented is that young people can say no when offered drugs. Thirty-second and sixty-second versions can be inserted as public-service announcements. One of the thirty-second versions has student "voice-overs" which feature actual students giving appropriate "Why I don't use drugs" messages. This is a production sponsored by Charterton Hospital, LaGrange, Kentucky.

"It Takes a Friend" is a film resulting from a cooperative venture involving numerous agencies within the Louisville-Jefferson County community. During each school year, there are many celebrations involving students of varying age levels. Some of these celebrations invariably involve the consumption of alcoholic beverages. This program is designed to discourage the consumption of alcohol by minors or at least to acquaint them with the facts of what can happen when an individual chooses to drink and drive. Classroom materials for teacher use prior to student viewing as well as follow-up are provided. The program is a cooperative venture between Our Lady of Peace Hospital and the Jefferson County Public Schools.

For further information, contact:
Mr. Cyril Wantland, Coordinator
Alcohol and Drug Education
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

SWAS (School Within A School)

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: SWAS is an intervention program designed for low achieving 7th and 9th grade students. The program emphasizes comprehension and cognition across subject areas as well as positive self-concept development. Instructional Strategies - Linking Learning Model: (a) comprehension improvement and language development techniques, selection of appropriate vocabulary and concepts are coordinated across subject areas; (b) students are assessed and taught at their instruction level, data are collected on student performance used to make instruction decisions; (c) cooperative group learning is a major organizational instructional approach; (d) students are taught by an interdisciplinary team of teachers; (e) teaching linkages are formed through a common planning time and staff development periods.

Program staff: 4-1/2 to 5 teacher teams, 1/2-time coordinator, 1 reading, 1 English, 1 math, 1 social studies teacher (optional: science)

Scope: Low achieving students in grades 7 and 9

Number of individuals served: 1,100 students in grades 7 and 9

Number of schools served: 14--8 high schools and 6 junior high schools

Evaluation reports available: Evaluation reports are available upon request.

Descriptive materials available: Brochures, philosophy and goal statements, teacher handbooks

For further information, contact:
Fay Gooden
SWAS Program
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Serving "Students-at-Risk"

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The North Education Center High School program serves adults, transfer students, and students who wish to be enrolled concurrently at North and their home school. Transfer students are those students who principals recommend be transferred full time to North for academic adjustment, overage-in-grade, schedule conflict, and/or credit deficiences, but not discipline. Concurrent enrollment is for students who, for academic reasons, need or want an additional program resource. Students enrolled in both North and their home school are there by direction and agreement with the home school principal, the student and his/her parents.

The program is organized on a 5-term-per year basis. Students can graduate at the end of each term if they complete the graduation requirements. Classes are scheduled for 7.5 hours per week and are held from 8:00 a.m. to 9:10 p.m., Monday through Thursday, and 8:00 a.m. to 3:30 p.m. on Friday. Students can arrange their schedule to meet their needs. The classes last 42 days and 1/2 unit of credit is awarded for each class that is successfully completed.

"Students-at-Risk," of record, eliminate academic deficiencies and become reclassified with their peer group in such numbers and at such achievement standards as to designate this program as exemplary.

Program staff: 6 full-time instructors and 34 part-time instructors

Scope: Students who are 16 years of age or older and need, want and are able to profit from a high school diploma

Number of individuals served: During the 1984-85 school year, 3,265 individuals were served

Number of schools served: 16 Columbus Public Schools plus surrounding school districts in Franklin County

Evaluation reports available: From North Central Association, Ohio State Department of Education

Descriptive materials available: Department of Community Education brochure; "A Different Kind of School" brochure; course descriptions, composite schedules of the 1985-85 school year; schedules for Terms I-IV; student handbook, staff handbook

For further information, contact:
Theodore H. Turner, Assistant Superintendent
Columbus Public Schools
270 East State Street
Columbus, OH 43215
(614) 225-2640

Substance Abuse Prevention: It Starts With People

Agency:
Wichita Public Schools
640 N. Emporia
Wichita, KS 67214

Brief description: The Wichita Public Schools provides a multi-faceted substance abuse prevention program. The key elements are:

(1) Substance Abuse Prevention staff of four teaching specialists and two secretaries. Additional assistance is gained from: (a) a volunteer staff of 50 Substance Abuse Prevention School Team Approach facilitators; (b) The Kansas Department of Transportation; (c) National Highway Traffic Safety Administration; (d) U.S. Department of Education--Region VII Center for Alcohol and Drug Education Programs.

(2) Substance Abuse Prevention training for USD 259 staff. The types of training incude: (a) brief overview workshops--1 hour; (b) half- and full-day workshops--3-6 hours; (c) summer inservices--20 hours; (d) School Team Approach Retreat Workshops--50 hours.

(3) Substance Abuse Prevention presentations to students. Staff members provide student presentations on: (a) self concept; (b) decision making; (c) responsibility; (d) communication; (e) specific alcohol and other drug information; (f) resisting peer pressure; (g) positive peer leadership; (h) alternatives to substance abuse.

(4) Services to parents and patrons. The staff provides workshops and consultations to: (a) parent organizations; (b) civic and social organizations; (c) professional organizations; (d) individuals seeking information (e) law enforcement officials; (f) local, state, and federal agencies; (g) other public, private, and parochial schools.

(5) Support materials. These include: (a) "Substance Abuse Prevention - It Starts With People," a K-12 curriculum guide for educators; (b) 25 titles of supplementary brochures and kits for students, staff, and parents; (c) health texts for all elementary students; (d) an audiovisual library.

Program staff: Specialist in charge of program coordination; 3 Prevention Specialists for school team expansion and support (three years only); 2 secretaries

Scope: The program is city-wide, in operation since 1970, with major revisions in 1980 and 1983. Workshops for educators on school-based prevention programs have been conducted annually since 1977. Wichita School Team training was initiated in October 1981. A coordinator was employed in October 1980.

Number of individuals served: 25,000 elementary students; 20,000 secondary students; 27,000 families; consultant to local private and parochial schools.

Number of schools served: 98

Evaluation reports available: Annual report; student attitude toward drugs survey; student drug knowledge survey; suspension and expulsion data; school team training and action plan evaluations

Descriptive materials available: Substance Abuse Prevention Resource Booklet---USD #259; Wichita School Team Approach brochure; Wichita Connection--monthly newsletter

For further information, contact:
Galen E. Davis, Specialist In Charge
Substance Abuse Prevention
Wichita Public Schools
Wichita, KS 67214
(316) 268-7896

Teenage Parent Program (TAPP)

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The Jefferson County Public Schools Teenage Parent Program (TAPP) is a nationally recognized intervention program which provides its students an academic program with in-house medical and social services support to reduce pregnancy-related school dropouts and ensure academic progression during pregnancy.

Services provided students by TAPP include academic support, medical support and social services. The academic component of the school provides continuity of education for girls grades 6-12. In addition to basic subject areas, the program offers instruction in home economics, business, special education, and foreign language. Scheduling is done on an individual basis. The medical component of TAPP provides full prenatal, postpartum and family planning services to students, while the social service component provides parent education and baby care as well as group and individual counseling. Other services offered by TAPP include programs addressing fatherhood, grandparenting and relationships in the extended family.

Scope: Services students district-wide

For further information, contact:
Georgia Chaffee, Director
Emerson (TAPP) School
1100 Sylvia Street
Louisville, KY 40258

Transition-1

Agency:
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Brief description: The Transition-1 program is designed for children who have completed one year of kindergarten but who may not be ready to enter the demanding world of first grade. The program is offered at 40 sites throughout the system. Student eligibility is determined by subjective evaluation and standardized test performance. Class size is limited to 20 students, allowing for an individualized program with attention given to development of motor skills, language arts skills, and math skills.

Program staff: Director, 40 Transition-1 teachers

Scope: System-wide

Descriptive materials available: Yes

For further information, contact:
Dr. Helen Brown
Director of Elementary Programs, K-8
Metro Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Transition-4

Agency:
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Brief description: The Transition-4 class is an alternative remediation program designed for students in the general education population who have not mastered minimum skill requirements for grades 1-3. The program is offered at 25 sites throughout the system and reflects the system's belief that every child has the right to achieve success and maintain a healthy attitude toward school and learning. Class size in Transition-4 is limited to 20 students. The adjusted curriculum (which focuses on basic skills) and the instructional approach (which focuses on the child's own responsibility for learning) insures the expansion of each child's social, emotional, physical, and academic development.

Program staff: Director, 25 Transition-4 teachers

Scope: System-wide

Descriptive materials available: Yes

For further information, contact:
Dr. Helen Brown
Director of Elementary Programs, K-8
Metro Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Guidelines for Developing Discipline Policies in Missouri School Districts

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: The Missouri Legislature recently passed a law requiring each local school district to have a written policy of discipline which states the consequences for failure to meet the standards of conduct set by the local board of education. This publication is designed to assist local districts in meeting the mandate of this law. It contains suggested guidelines which districts might use in developing their policies. The guidelines are not meant to be all-inclusive. The local district might wish to make additions, deletions, or other modifications depending on local goals and priorities.

The publication contains: (l) Suggested procedures for developing a policy of disipline; (2) suggested contents of the policy of discipline; (3) examples of laws and policies; (4) sources of additional information.

For further information, contact:
Joan Solomon, Director of Urban Education
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2931

Section 11

Programs in School/Business/Community Partnerships

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Adopt-A-School Program

Agency:
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

Brief description: This program is the creation of a closely knit family consisting of the adoptor (a business, religious organization, or civic group) and a selected Memphis public school. It is a sharing of time, talent, and expertise. The purpose of the program is to foster a better understanding in the community of the public school system adoptor and adoptee that will create a spirt of involvement in and concern for the schools. Activities of the program include tutoring; judging contests in speech, art, drama, etc.; job placement; athletic programs; mini courses; motivation programs; building and housekeeping projects; field trips; landscaping; assemblies; academic awards presentations; tours; rap sessions; and school newspaper and year book production.

Program staff: Memphis schools faculty, The Volunteer Center of Memphis, and Memphis community representatives

Scope: City-wide

Number of schools served: 100

Descriptive materials available: Upon request

For further information, contact:
Barbara Russell, Community Involvement Specialist
Adopt-A-School Program
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112
(901) 454-5364

Detroit Board of Education School Community Relations Program Policy and Procedures for the '80's

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The "School Community Relations Policy and Procedures for the '80's" was adopted in August 1984. The program requires the establishment of school community organizations at the local school, area, and city-wide levels. These organizations participate in shaping all educational programs and services of Detroit's schools. Guidelines and procedures for handling parental and community concerns, complaints, and recommendations are important components of the program. Developed from a philosophy which maintains that education of the total student is a responsibility shared by educators, parents, and Detroit citizens, this program enables those with an interest in schools to work together to improve student achievement, the quality of life of the schools, and the overall well-being of the community.

Program staff: Principals, area superintendents, and the general superintendent are assisted by a school community relations administrator, one to four school community agents in each area, and two central staff members.

Scope: Staff, parents, other members of the community, and students

Number of schools served: All Detroit schools

Descriptive materials available: (1) "The Detroit Board of Education School Community Relations Program Policy and Procedures for the '80's"

For further information, contact:
Dr. Eleanor I. Barnwell, Acting Director
Office of School Community Relations
1308 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1276

FACTline

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The FACTline is a phone information center to provide a source of accurate information between the Columbus Public Schools and the community. FACTline started, on a trial basis, April 19, 1976, with one phone. It was initiated during the pre-implementation of desegregation. The primary purpose was to dispel rumors, provide factual information, and interpret details of the desegregation plan. In 1979, the first year of the court order, 8 full-time FACTline workers answered 24,552 calls on an eight-phone rotary hook-up. Beginning in 1980, FACTline went with one paid staff member and trained volunteers who work once a week for 3- to 4-hour shifts. The one-room center has four telephones on a rotary hook-up to 221-FACT (3228), a five-drawer filing cabinet, and a Rolodex full of school information. It is also equipped with two computer terminals that provide up-to-date transportation and school location information.

Following the first year of desegregation, the FACTline calls quickly shifted from desegregation orientation to general informtion about the school system. FACTline's number continues to be included on most print material distributed by the district. As the public became more aware of the services and credibility of 221-FACT, the calls increased to an all-time high in 1983 of 45,337 calls. The administration has used the service to pass information to the community on school levies, school closings, a union strike, transportation call-backs on complaints, and as a counseling service for its summer computer program. These are in addition to the regular calls which are broken down into 24 categories for logging purposes.

The real value of FACTline is not measured by the number of calls; more importantly, it is a place the public can call and know someone will listen in a caring way to their problems, concerns, or comments. FACTline tries to give callers an answer without having them make another call. 221-FACT has become a visible sign of the system's willingness to put a high priority on the need for open communication between any individual and the Columbus Public Schools.

Program staff: One full-time paid staff member and eight volunteers

Scope: Any person who has a question, concern, or compliment about the Columbus Public Schools

Number of individuals served: From June 1977 through September 1985, FACTline has served 238,199 people. This averages over 30,000 calls a year.

Number of schools served: 130 schools plus 11 administrative office sites

Evaluation reports available: Daily and weekly FACTline logsheets are kept. The questions are logged by category. Any unusual comments, concerns, or questions are documented and passed on to the administrator responsible. The superinten-

dent receives the FACTline weekly report and comment sheet.

Descriptive materials available: FACTline phone stickers, log sheet, and press release

For further information, contact:
Columbus Public Schools
Communications Department
270 East State Street
Columbus, OH 43215
(614) 225-2860

JCPS-Gheens Professional Development Center

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The JCPS-Gheens Professional Development Center, responsible for district-wide staff training and inservice activities, opened during the summer of 1985. Some of the center's programs include training for new principals, a recruitment program for minority teachers, an assistance "hotline" for new teachers, design and implementation of a state-of-the-art media and materials laboratory, and, in cooperation with the University of Louisville, an Academy for Excellence in Teaching and Educational Leadership.

Program staff: Variable

Scope: District-wide

Number of individuals served: All staff

Number of schools served: 160

Descriptive materials available: Yes

For further information, contact:
Dr. Phillip Schlechty, Executive Director
Gheens Professional Development Center
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Kentucky Education Foundation, Inc.

Agency:
Kentucky Department of Education
Frankfort, KY 40601

Brief description: The Kentucky Educational Foundation, Inc., is a private, non-profit, tax-exempt organization established to harness the talents and resources of the private sector to the needs of elementary and secondary education in order to create academic excellence in the schools. It (1) funds innovative and unique educational projects designed to achieve academic excellence in students and teaching excellence in teachers; (2) promotes business support of schools through direct contact, media involvement, and active encouragement of the formation of partnerships.

As a free-standing, independent entity, the Kentucky Education Foundation, Inc., is in charge of its own destiny. Its plans call for the board of directors to continue to work directly with the Kentucky business community to improve educational programs through the involvement of business in education. It will continue to seek out innovative projects that will build a commitment toacademic excellence across Kentucky.

For further information, contact:
Kentucky Department of Education
Frankfort, KY 40601

School/Business Partnerships

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: Due to changing demographics and the ever increasing needs of children and youth, the Columbus City Schools have been particularly aggressive in recent years in promoting partnerships between Columbus schools and other community/business organizations. While primarily concerned with addressing student and district concerns, Columbus partnerships are symbiotic in that the district also recognizes a responsibility for assisting total community development and other publics. This is perhaps best evidenced by the fact that annually the Columbus Public Schools serve not only over 68,000 students but also over 20,000 adults.

Currently, the Columbus Public Schools are engaged in over 600 partnerships. Among partnership programs and activities are: (1) ADOPT-A-SCHOOL: links human resources with schools and students, thereby enhancing curricula and staff and student support; (2) COMMUNITY LEARNING AND SERVICE (Internships): allows select high school students to be released from school for the purpose of engaging in volunteer (non-paid) work at approved community sites (businesses, agencies, etc.); (3) SCHOOL/EMPLOYER: a pilot effort which has students both working and studying at a business site--designed to provide more in-depth training and access to state-of-the-art equipment and processes; (4) COLUMBUS A CLASSROOM: encourages the offering of additional educational or training opportunities by businesses and other organizations to Columbus students during non-school hours and vacation periods; (5) INTER-AGENCY EFFORTS: encourages and markets to students joint-venture or community opportunities; attempts to network the school community with other (non-school) efforts.

Program staff: Two school district professionals assisted by staff member from Employment & Education Commission plus basic support staff

Scope: Columbus area (primarily Franklin Co.) organizations and businesses

Number of individuals served: Over 68,000 students and others

Number of schools served: 129

Evaluation reports available: No concise report. Internship, Adopt-A-School, and other program/activity evaluations are done by individual organizations, students, etc., involved.

Descriptive materials available: "1984-85 Adopt-A-School Annual Report" ("Yellow Pages"); fact sheets on "Community Learning & Service (intern) Program," "Columbus A Classroom," and "School/Employer." District currently has a grant to develop and/or assemble effective "how to" materials on organizing, implementing, and evaluating partnership efforts.

For further information, contact:

Dr. Leslie Duffey, Supervisor
School/Business Programs
Ft. Hayes: General's House
546 Jack Gibbs Boulevard
Columbus, OH 43215
(614) 464-9901

School/Community Partnerships

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The School/Community Partnerships program helps support and coordinate the involvement of businesses and foundations in the implementation of the Strategic Plan. The program is a multi-faceted effort aimed at matching the community's need for quality education with the district's need for increased resources and skills. The partnerships are based on mutual need. It is hoped that the pooling of the resources to meet the many needs at the school level will give businesses the opportunity to impact the problem before the school's students become their employees. The partnerships also give businesses the chance to identify potential talent and to influence the trends in the educational curriculum development process which will reflect the type of job skills and training needed in the business/technological sector. Partnerships are programs based on resources, both human and financial, which are directed toward mutual concerns. All partnership programs must be educationally significant and must be able to address either (1) staff and faculty development, (2) instructional enrichment, or (3) district-wide policy issues and concerns.

Program staff: 1 School/Community Partnerships coordinator

Scope: All elementary and secondary schools

Number of individuals served: The number varies according to the partnership; as many as 1,400 students are involved in an individual school/business partnership and approximately 5,000 in a total grade level district-wide partnership.

Number of schools served: 72 schools as of 1985-86

Evaluation reports available: Contact program coordinator

Descriptive materials available: Contact program coordinator

For further information, contact:
Daphne Bitters, Coordinator
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

New Directions for Business, Labor and Education: Partners in the Economic Growth of Detroit

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: In April 1977, Dr. Arthur Jefferson, General Superintendent, Detroit Public Schools, made a New Directions Challenge to the Economic Growth Council for business, industry, and labor to assist in providing the full complement of career education opportunities that our students need in order to become fully prepred to participate in the world of work.

Today, more than 40 business firms, labor organizations, community agencies, and universities have joined with the schools to offer career and vocational training experiences in middle schools and high schools. Programs have covered such areas as careers in math and science, computer technology, skilled trades, diesel mechanics, drafting, economic education, business administration, engineering, and architecture. Many of these programs have resulted in student internships and cooperative work experiences. This program continues to foster the growth and development of business/education partnerships. The overall goal is to expand the quality and quantity of learning and teaching opoportunities for both students and staff and to bridge the gap between the worlds of schooling and work through effective school and business partnerships.

For further information, contact:
Mr. Eddie L. Green, Assistant to the Superintendent
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Volunteers in Missouri Schools

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: This publication has specific suggestions on ways of recruiting, training, and utilizing the services of volunteers in classrooms. Ways of helping orient teachers to working with another adult are discussed. Ways of evaluating the volunteer program and giving recognition to volunteers who serve teachers and students effectively are suggested.

For further information, contact:
Dr. Grace McReynolds, Curriculum Consultant
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Section 12

Programs in Special Education

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Child Guidance Center Day Hospital School (Des Moines) 12.3
Detroit's Preschool Hearing Impaired Support Center (Detroit) 12.4
Interpreting Services of the Hearing Impaired (Des Moines 12.5
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Documents:

Direction for the Utilization of Paraprofessionals in Special Education in Nebraska 12.9
Guide for Effective Utilization of Paraprofessionals in Special Education (Nebraska SEA) 12.10
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska (Nebraska SEA) 12.11

Related Listings:

Early Intervention for Handicapped Infants-Birth to Age 3 (Des Moines) 5.4
Teacher Visitation Project (Nebraska SEA) 13.20
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Bilingual Special Education Program

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Division of Special Education has developed a program to serve its bilingual handicapped students. Services include: assistance in implementation of Individual Education Programs, participation in the referral to placement process of Special Education youngsters, assistance with interpretation at parent conferences, translation of reports/notices to parents/forms, direct instructional assistance to students, consultant service to teachers, liaison to community agencies, development of teaching materials, assistance in test administration and interpretations, home visits, staff development, and pre-school and kindergarten screening. Cooperative efforts with the District's Bilingual Department and the Kansas City Hispanic Community have helped provide a more comprehensive program for youngsters.

Program staff: One Bilingual Special Education teacher

Scope: Bilingual handicapped students

Number of individuals served: 12-15 youngsters (direct instruction), 51 (pre-school screening).

Number of schools served: District-wide

Evaluation reports available: None

Descriptive materials available: Contact program coordinator.

For further information, contact:
Barbara Wagers, Coordinator
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Child Guidance Center Day Hospital School

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: The Child Guidance Center Day Hospital School is operated jointly by the Des Moines Child Guidance Center and the Des Moines Independent Community School District, and it serves as a prime example of effective interagency collaboration. This program serves children whose severe emotional and behavioral problems render them unable to cope with the learning process in a public school setting even in the most restrictive special education program. By providing a comprehensive day treatment program which includes comprehensive educational services along with intensive individual and family therapy, Day Hospital is able to serve effectively many children who previously would have required residential care.

Program staff: 4 special education teachers, 3 teacher associates, and 1 special education consultant

Scope: The program began in 1959 and has functioned in its present format since 1975.

Number of individuals served: Maximum enrollment at any one time is 18 students. The program serves an average of 50-70 students on a yearly basis.

Number of schools served: All elementary and junior high schools within the Des Moines Independent County School District and nearby districts

Evaluation reports available: A more comprehensive study is available upon request.

Descriptive materials available: Various descriptive materials available upon request.

For further information, contact:
John Epp, Coordinator
Emotional Disabilities
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Detroit's Preschool Hearing Impaired Support Center

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: DPHISC is a comprehensive center-based program for auditory-oral young (3-5) children with hearing impairments. This program departs from the traditional analytic orientation of pre-primary hearing impaired programs by focusing on cognitive development as a base for language, speech, and auditory learning. The program applies Piagetian-developed theories of child growth and development. There are three components of the model: (1) the child in school, (2) the child at home, and (3) the child in the community. The structure of the day and classroom, activities, and stimulation techniques/strategies are daily vehicles for cognitive learning. Children develop problem-solving abilities, representation abilities, physical knowledge, social knowledge, and logico-mathematical knowledge. The child-at-home component provides information and reinforces the parents' concept of themselves as teacher. Planned and direct school-home carryover occur. The child-in-community component educates the community to the potentialities as well as the problems of children with hearing impairments.

Program staff: Teacher coordinator

Scope: Preprimary age students with hearing impairments

Number of individuals served: 28

Number of schools served: 1 city-wide

Evaluation reports available: Project reports available on request.

Descriptive materials available: A curriculum guide will be available during 1985-86 school year.

For further information, contact:
Kathleen Gabe, Supervisor
Office of Special Education
5057 Woodward
Detroit, MI 48202

Interpreting Services of the Hearing Impaired

Agency:
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Brief description: Approximately 100 hearing-impaired students are served in the Des Moines Schools. The majority of these students are mainstreamed into the regular education program. This mainstrreaming program demands that the district provide a variety of support services to the regular educator as well as to the hearing-impaired student. Interpreting services is one of the support services. This service minimizes the communication difficulties that can arise between a regular classroom teacher and the hearing-impaired child.

Program staff: Local building administrators, local building staff, supervisor, hearing conservation educational services, teachers of the hearing impaired, educational interpreters

Scope: The interpreting program was initiated in response to the communication needs of mainstreamed hearing-impaired students. The program was initiated five years ago and is still operating.

Number of individuals served: All mainstreamed hearing-impaired children in the Des Moines Public Schools

Number of schools served: The hearing-impaired program in Des Moines is based in one elementary building and two secondary schools. Seven interpreters are divided among these buildings. In addition to the schools served, interpreters serve duing extra-curricular activities.

Evaluation reports available: Several reports centering on the evaluation process of the educational interpreter are available on request.

Descriptive materials available: Publications on interpreting in general are available from: Dr. Tom Jeske, Director of Special Education, The National Association of the Deaf, 814 Thayer Avenue, Silver Springs, MD 00910.

For further information, contact:
Dr. Tom Jeske, Director of Special Education
Hearing Conservation/Educational Services
1800 Grand Avenue
Des Moines, IA 50307

Levy Special Education Center

Agency:
Wichita Public Schools
640 N. Emporia
Wichita, KS 67214

Brief description: Levy Special Education Center is a public school designed to serve as a special day school option for handicapped students. The students range in age to 21. While the school primarily serves Severely Multiply Handicapped students, some Early Childhood/Multiply Handicapped, Trainable Mentally handicapped, and Personal Social Adjustment students also attend.

Program staff: 69

Scope: The program is city-wide and has been in operation since 1981.

Number of individuals served: 77

For further information, contact:
Dr. William Goodwin, Principal
Levy Special Education Center
400 North Woodchuck
Wichita, KS 67212

A Manual of Instructional Strategies

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: During the fall of 1982, the project M.E.D.I.A. (Middle and Elementary Direct Instructional Alternatives) was federally funded under Education of the Handicapped PL 91-230 as a joint venture of the Jefferson County Public Schools, the Jefferson County Teachers' Association, and the University of Louisville. The project's goals were to aid "at-risk" and mainstreamed exceptional child education students in their transition from elementary (K-5) to middle (6-8) school and to assist them in becoming successful in the new environment. These students had been identified in an informal needs assessment as not being able to cope with changes demanded of them during this time of transition.

As the project progressed, it was discovered that many regular program students were experiencing difficulties as well. Hence, a manual of intervention strategies was written to aid in addressing students' problems, and a series of workshops was developed for presentation to teachers whose students were most affected during these transitional years. Use has demonstrated that the manual contains strategies effective for the students in most grades and that it can be used by a variety of teachers working to meet the individual needs of students.

The manual is divided into six sections: Communication, General Strategies, Instructional Techniques, Study Skills, Coping Skills, and Content Areas. Topics of specific problem areas are alphabetized within each section. Under each topic, one finds strategies listed which can be tried with a student experiencing that particular difficulty.

For further information, contact:
Mrs. Pat Montgomery, Inservice Program Specialist
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Project Assist

Agency:
Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Brief description: Project Assist is a state-wide training grant funded by Comprehensive System of Personnel Development funds from the Nebraska Department of Education and the Department of Special Education and Communication Disorders at the University of Nebraska-Lincoln. The purpose of the project is to provide training and information resources to improve the utilization of paraprofessionals in special education programs in Nebraska. As a result of earlier related projects, a survey of paraprofessional use in the state, a nation-wide survey of state educational agencies, a guide for effective utilization of paraprofessidonals, inservice training for teachers and paraprofessionals, and a task force report examining issues in the utilization of paraprofessionals have been completed. Current objectives of the project include continued training of teachers and paraprofessionals in special education programs at regional sites and the development of model school policies and training programs to assist schools in developing and strengthening paraprofessional programs.

Program staff: .5 FTE

Scope: Special education administrators, teachers, and paraprofessionals

Number of individuals served: 400

Number of schools served: 40

Evaluation reports available: Summary of participant reactions to training

Descriptive materials available: Project Abstract & Objectives; State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska; Guide for Effective Utilization of Paraprofessionals in Special Education; Direction for Utilization of Paraprofessionals in Special Education in Nebraska.

For further information, contact:
Stanley F. Vasa
or
Allen Steckberg
318 Barkley Center
University of Nebraska-Lincoln
Lincoln, NE 68583-0738

Direction for the Utilization of Paraprofessionals in Special Education in Nebraska

Agency:
Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Brief description: The report summarizes the recommendations of a task force created to examine issues related to the utilization of paraprofessionals in special education programs in Nebraska. Recommendations focus on issues associated with employment, training, utilization, and supervision of paraprofessionals. Background information utilized by the task force in reaching its recommendations is also included in the report. Supporting material includes results of a national survey of state educational agencies, a bibliography of resources, relevant excerpts from Nebraska State Statutes and Regulations, and a Professional Practices Commission Position Statement.

For further information, contact:
Stanley F. Vasa
or
Allen Steckberg
318 Barkley Center
University of Nebraska-Lincoln
Lincoln, NE 68583-0738

Guide for Effective Utilization of Paraprofessionals in Special Education

Agency:
Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Brief description: This publication is designed to provide background information on the utilization of paraprofessionals in special education programs. Topics addressed include the legal aspects of paraprofessional use, the roles of special education teachers and paraprofessionals, and guidelines for administration, training, supervision, and evaluation. The guide provides ample job descriptions, listings of training competencies, suggestions for planning with a paraprofessional, and sample evaluation forms.

For further information, contact:
Stanley F. Vasa
or
Allen Steckberg
318 Barkley Center
University of Nebraska-Lincoln
Lincoln, NE 68583-0738

A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska

Agency:
Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Brief description: This document reports the results of a two-part study of paraprofessional use in special education programs in Nebraska. Part one of the report summarizes the results of a review of Nebraska Department of Education Final Financial Forms to determine the extent and type of paraprofessional utilization. The second component of the study reports findings of a survey of Nebraska administrators, teachers, and paraprofessionals concerning issues related to paraprofessional use in special education programs. Issues addressed include the selection, training, and employment of special education paraprofessionals; supervision practices, and characteristics of programs employing special education paraprofessionals. Implications for training of teachers and paraprofessionals, selection and supervision of paraprofessionals, and the delivery of services through paraprofessionals are provided.

For further information, contact:
Stanley F. Vasa
318 Barkley Center
or
Allen Steckberg
318 Barkley Center
University of Nebraska-Lincoln
Lincoln, NE 68583-0738

Section 13

Programs in Staff Development

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Documents:

Learning Style Identification Scale Manual (Omaha) 13.22

Related Listings:

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Academy for Elementary Administrators

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The Columbus Public Schools is implementing an Academy for elementary administrators. The Academy is organized into a year-long series of six (6) meetings, each of which is five (5) hours long. Conducted at a hotel site, each session concludes with a dinner. The overall goals of the program are to provide an opportunity for administrators to enhance their professional and personal development; build collegial networks both within and outside of the educational environment; and to enlarge their present sphere of leadership to the greater civic community.

Administrators are provided the opportunity to examine leadership styles of their colleagues and to interact with and examine leadership styles of leaders of various agencies in our community. In this way, administrators will become more aware of both common and uncommon styles of leadership. Additionally, while acquiring information about styles of leadership outside the educational arena, it is believed some integration and refocusing of leadership styles will result. Interacting in this manner, the Academy opportunity provides and enhances awareness and mutual respect of all persons and organizations. Secondly, school administrators visit and acquire insights and information related to the cultural aspects of the urban area. We believe that this opportunity provides for participants to obtain more balance in their lives. This avenue serves to diffuse the feeling of isolation and release some of the stress associated with the demanding expectations placed upon administrators for public education in this decade. The data are clear that the participating administrators already feel the Academy provides an exciting opportunity to realize greater potential in their professional and personal lives.

Program staff: Cooperative planning and implementation by the Division of Elementary Schools and the Office of Staff Development and Human Relations

Scope: Elementary school administrators

Number of individuals served: 25

Number of schools served: 25

Evaluation reports available: Yes

Descriptive materials available: Design planning guides identify the goals and objectives developed by program staff and participants for each Acadmey session.

For further information, contact:
Maxine Smith (614) 890-0404
Will Anderson (614) 225-2646
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Assessment Center

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: Candidates for principalship who have passed the credentials check of the selection process are referred to the Assessment Center. They engage in a series of job-congruent management simulations designed to test the skills of leadership, sensitivity, problem analysis, decision making, decisiveness, organizing and planning, flexibility, oral communication, written communication, and awareness of climate as they relate to the job of the local school principal. Successful candidates are then placed in a principalship pool from which final selection is made.

Program staff: Consultant director, 2-25 assessors

Scope: Candidates for principalship of schools K-12

Number of individuals served: 70

Number of schools served: 181

Evaluation reports available: No

Descriptive materials available: No

For further information, contact:
Mrs. Florence Hill, Deputy Superintendent
Division of Human Resource Management and Development
Detroit Public Schools
404 Schools Center
5057 Woodward
Detroit, MI 48202
(313) 494-1810

District-wide Staff Development Program

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: Comprehensive staff development in the district includes the organization and implementation of inservice programs for employees of the district. Major emphasis is on improvement of the instructional program. Nevertheless, individuals throughout the district feel there is a need to develop a broad staff development design for all persons working in the district. The three components listed here represent a major portion of the district's overall staff development thrust: (1) Leadership Development System, (2) Staff Development System for Instructional Improvement, and (3) Assessment System for Instructional Improvement.

Program staff: Two resource teachers in the Staff Development Department; 36 schools per resource teacher; one secretary

Scope: Secondary and elementary principals, assistant principals, coordinators of instruction, instructional assistants, teachers, teacher assistants, and substitute teachers

Number of individuals served: 2,243

Number of schools served: 72

Evaluation reports available: None

Descriptive materials available: Contact program coordinator

For further information, contact:
Mrs. Marilyn Lane
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Effective Teaching

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: Assistance is provided to school districts in understanding and using the Madeline Hunter Model for effective teaching. The model provides a framework for decision-making and implementing change to promote more effective instruction. The essential ingredients of this model (lesson design, content, motivation, reinforcement, transfer, and sponge activities) and tools to help improve teaching (supervision and teacher-conferencing) are examined. Services in this area are available to administrators and teachers in school districts throughout the state of Missouri, particularly the urban areas.

For further information, contact:
Mrs. Joan Solomon
Director of Urban Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Effective Teaching Strategies and Student Achievement

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This project was funded for one year by ESEA Title IV-C. It is a modular inservice program for teachers, grades 1-9, designed to renew and enhance teachers' knowledge of specific strategies and develop their skills in the appliction of these strategies. The strategies relate to the following five topics: (1) reinforcement techniques, (2) opportunities for success, (3) motivation, (4) memory development, (5) time on task.

Program staff: Trainer/facilitator and teachers

Scope: This project is being made available to all teachers district-wide through the Professional Growth Institute.

Number of individuals served: 1981-82, 14 teachers

Number of schools served: 13 schools

Evaluation reports available: Project Termination Report, September 1982

Descriptive materials available: Brochure, price list

For further information, contact:
Zulfiquar Ahmad
Resource, Planning and Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Essential Elements of Effective Instruction

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: EEEI stands for the Essential Elements of Effective Instruction--those non-optional, non-negotiable behaviors that research shows increase student learning. When teachers use them frequently, consciously, and deliberately, particularly when they are teaching new concepts or skills, students learn more. Administrators play a key role in maintaining effective instructional skills by observation and positive reinforcement of teachers trained in EEEI.

The training program (30 hours) is based on what research tells us that effective teachers do in their classrooms. It was originally designed by Dr. Madeline Hunter and has been modified and reshaped by Ernie Stachowski and others in the Long Beach, California, Public Schools. Training participants learn the essential elements, analyze their teaching, practice the elements, and participate in reinforcement conferencing activities.

Program staff: 6 full time trainers plus additional consultants from Wayne County Intermediate School District and other Detroit Public Schools

Scope: Over a five-year period: All principals (elementary, middle, senior high), selected teachers (minimum of 2 per school), central and area staff members

Number of individuals served: To date, over 1,000 participants; projected 1985-86 school year: 900

Number of schools served: To date, 195, including Special Education Centers

Evaluation reports available: Contact the Office of Staff Development, 6501 W. Outer Drive, Detroit, MI 48235.

Descriptive materials available: Contact the Office of Staff Develpment, 6501 W. Outer Drive, Detroit, MI 48235.

For further information, contact:
Mrs. Lila McMechan, Assistant Superintendent
Office of Staff Development
Detroit Public Schools
6501 W. Outer Drive
Detroit, MI 48235

Formulas for Successful Conflict/Crisis Intervention and Management

Agency:
Omaha Public Schools
3902 Davenport Street
Omaha, NE 68131

Brief description: This inservice program is designed to train administrators, teachers, and counselors in the development of plans, tactics, and strategies for the prevention, detection, and neutralization of emergencies, conflict, and crisis situations (either human-caused or natural) that may occur either in an urban, suburban, or rural classroom or school.

Program staff: Data collector and instructor

Scope: The program has been in effect since the 1978-79 school year. It is regularly updated and ongoing city-wide. It serves school administrators, counselors, teachers, and non-certified staff.

Number of individuals served: All school-related personnel

Number of schools served: All schools

Evaluation reports available: None at present

Descriptive materials available: Yes

For further information, contact:
Don R. Benning, Assistant Superintendent
Human-Community Relations
3902 Davenport Street
Omaha, NE 68131
(402) 554-6248

Instructional Aide Program

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The general purpose of this program is to train aides to work effciently and effectively, utilizing developed methods and materials, with under-achieving students, especially in the areas of reading and language arts. The program provides a trained three-and-one-half-hour instructional aide for each eligible kindergarten section and each eligible first grade classroom. The instructional aide works in the classroom with the classroom teacher as a member of an instructional team. Each instructional aide is provided with carefully planned intensive training sessions and supplied with a locally developed Instructional Aide Resource Guide because the more tools and skills the aide brings to the classroom, the more valuable s/he becomes as a team member. The instructional aide provides effective follow-up, reinforcement, and extension of skills activities for identified students. Simply stated, the ultimate goal of the program is to increase the number of students who show success in reading and language arts by the end of the school year.

Program staff: 1 supervisor and 2 program coordinators; 228 kindergarten and first grade teachers; 228 instructional aides in teams

Scope: The program has been operating successfully since 1979 and serves presently 205 first grade classrooms and 98 sections of kindergarten.

Number of individuals served: Approximately 2,750 under-achieving students daily and up to approximately 6,1300 students occasionally

Number of schools served: 53 elementary schools

Evaluation reports available: For each of the five years the program has been in operation

Descriptive materials available: A pamphlet, "Instructional Aide Program," Columbus Public Schools; "The Instructional Aide Resource Guide and Handbook" for kindergarten teachers and aides; "The Instructional Aide Resource Guide and Handbook" for first grade teachers and aides. Both guides have been developed by Columbus Public School personnel for instructional aides and their teachers.

For further information, contact:
Klaus Herrmann, Supervisor
Federal and State Programs
Shepard School
873 Walcutt Avenue
Columbus, OH 43219
(614) 252-4904

Investment In Excellence

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The Columbus Public Schools is presently implementing a video seminar entitled "Investment in Excellence." The two-day seminar is facilitated by two trained staff persons who received facilitator training at The Pacific Institute in Seattle, Washington. During the 1985-86 school year, each district administrator will have the opportunity to participate in the program. The seminar is a professional learning program designed to assist administrators in improving their futures by enhancing their personal growth in all areas of their lives.

Specifically, the program helps administrators discover how to: (1) understand why they think, feel, and act as they do; (2) become more productive, at work and at home; (3) handle, constructively, the stress of everyday living, and (4) set and achieve goals easily, without pressure or timetables. Following this initial year of implementation, plans suggest that the opportunity will be available for all employees to participate. However, the data obtained from participants to date reveal that this program is highly received. Administrators have confirmed that the practical techniques taught by Lou Tice (founder of the Investment in Excellence program), via video with assistance by the facilitators, are both easy to learn and to use. It is the responsibility of the facilitator to create an atmosphere in which participants can gain insights, develop positive attitudes toward certain principles and techniques, and commit themselves to doing certain things that will bring about positive changes in their lives.

The overall goal is to assist people to become more excellent than they presently are. In creating the ambience of greater excellence for the participants, an organization, i.e., the Columbus Public Schools system, in turn, will improve. Each seminar session involves 36 adminstrator participants. The Investment in Excellence program is one of the best investments of time and staff development opportunities ever afforded.

Scope: All central office and building administrators in the Columbus Public Schools

Number of individuals served: 400

Number of schools served: 140 schools are indirectly served as a result of administrators participating in this opportunity.

Evaluation reports available: Yes; each session is subjected to an evaluation by attending participants. Personal follow-up is provided.

Descriptive materials available: This program has been planned to relate to one's personal actualization and to the professional responsibilities realized in an educational setting. Upon request, detailed information about this 2-day program will be provided. Such information is best shared via discussion followed by written information.

For further information, contact:
Maxine Smith
(614) 890-0404
Will Anderson
(614) 225-2646
Columbus Public Schools
270 East State Street
Columbus, OH 43215

School Climate Improvement

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: Three types of services offered by the Urban Education Section are: (a) Conducting a presentation for school administrators that deals with the definition of school climate, the research on climate and how it affects learning, the effects of leadership style on climate, the characteristics and determinants of a positive school climate, and specific suggestions for changing the climate in a school; (b) Assisting principals in assessing the climates of their buildings and in implementing changes through use of a variety of available assessment instruments and materials; (c) Conducting a mini-audit, a positive approach to assessing and improving school climate, designed to get faculty and staff input into improving climate in individual buildings.

School climate improvement services are offered to school districts throughout the state of Missouri, particularly in urban areas. Workshops are provided for school administrators and teachers.

For further information, contact:
Ms. Joan Solomon
Director of Urban Education
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Science Curriculum/Assessment Project

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Kansas City Missouri Science Project has been designed to adapt the Oregon Model Science Curriculum/Assessment Program to the needs of the local urban schools. Many of the materials developed in the Oregon Project are utilized in modified fashion. Skills in curriculum mapping, establishing curricular priorities, development of curriculum guides, writing test items, and utilizing item banks are taught by teacher coordinators who have spent considerable time in courses sponsored by Northwest Evaluation Association through Portland State University, Portland, Oregon. During the 1985-86 school year, a total of at least 40 hours (75% instructional) will be utilized by staff to prepare nine teachers (3 elementary, 3 junior high, and 3 senior high levels) in nine different schools to return to their schools and adapt the process to the needs of their schools. Instructional sessions will be conducted at least twice during the month to interpret data results nd participate in revising current program as well as developing additional skills to assess their teaching, identifying additional concepts. The ultimate purpose of the program is to provide skills to teachers to design and evaluate learning experiences which promote concept and process development in science students district-wide.

Program staff: Two teacher coordinators, three consultants

Scope: Elementary teachers K-6 and Science teachers 7-12

Number of individuals served: Pilot testing for 9 schools by spring 1986

Number of schools served: 9

Evaluation reports available: In process

Descriptive materials available: Oregon models and materials; project report with survey, mapping, and procedures

For further information, contact:
Margaret (Peg) Young
Southwest High School
6512 Wornall Road
Kansas City, MO 64132
(816) 523-2622

Staff Development for Comprehension/Cognition

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The program goals are (1) to equip teachers/administrators with a repertoire of skills and strategies for improving student comprehension/cognition and helping teachers better to understand the teaching learning process involved; (2) to provide teachers/administrators with alternatives they may tap to help students gain confidence and proficiency in comprehending and thinking. Program arrangement (1) building-level representation forming a cadre to receive awareness training on research-based strategies and techniques that could be used to enhance student comprehension/cognition; (2) Cadre sessions are conducted by experts in the field of reading research; (3) As cadre members become familiar with the instructional strategies and materials matching procedures, student comprehension assessments are made, and building-level networking begins; and (4) building-wide implementation.

Program staff: 1 reading expert (emphasizing research-based information strategies/techniques in comprehension/cognition)

Scope: Principals, coordinators of instruction, resource teachers, curriculum coordinators, building-level department chairperson (secondary schools)

Number of individuals served: 60

Number of schools served: 8 junior high schools and 9 senior high schools

Evaluation reports available: Evaluation reports available upon request.

Descriptive materials available: Contact program coordinator.

For further information, contact:
Mrs. Fay Gooden
SWAS Program
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Staff Development/Management Academy

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The primary goals of the Office of Staff Development, as part of the Division of Human Resource Management and Development, are to refine existing skills and to develop new skills of present staff and to raise the awareness level of staff to critical issues facing education today. The Staff Development/Management Academy offers training courses which are (1) required, with a major focus upon the principles, tools, and tasks of management; (2) elective, based upon identified management needs; (3) requested, which are courses designed especially for specific target groups; and (4) critical issues seminars conducted in areas needing special focus.

The Office of Staff Development cooperates with local institutions of higher learning in providing training situations with selected teachers of students preparing to enter the teaching field. Inservice activities necessitated by legislation and in conjunction with federal and state grants are a necessary component of the staff development training. Chapter One funds provide opportunities for training for targeted staff in the Essential Elements of Effective Instruction, Classroom Management Skills, and Computer Technology. Also included is the college program for paraprofessionals.

Program staff: Assistant superintendent, director, 5 training specialists, 6 instructional trainers

Number of individuals served: 1984-85: 7,644

Number of schools served: All schools

Evaluation reports available: Contact Office of Staff Development.

Descriptive materials available: Contact Office of Staff Development.

For further information, contact:
Mrs. Lila McMechan, Assistant Superintendent
Office of Staff Development
Detroit Public Schools
6501 W. Outer Drive
Detroit, MI 48235

Teacher Expectations and Student Achievement (TESA)

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: TESA is an inservice training program for teachers of all subjects, grades K-12. The program is based on research showing that teacher interactions with students they perceive as "low achievers" are less supportive and less motivating than interactions normally practiced with students they perceive as "high achievers." Teachers are trained to use an interaction model involving specific supportive and motivating techniques with all students in a non-discriminatory manner, the intended result of which is the accelerated academic growth of the "perceived lows." The interaction model, which includes fifteen techniques, is presented in segments during a series of five workshops held approximately one month apart. Each workshop covers: review of literature and research, demonstration of techniques, group interaction, and role playing.

Program staff: Director, 2 central training coordinators, 8 region training coordinators

Scope: A pilot project started in the 1979-80 school year was initiated by the Department of Staff Development and Teacher Training on a district-wide basis. During 1980-81, each region coordinated its own inservice sessions, conducted by Region Training Coordinators who received the training in late summer 1980 from TESA Staff Trainers of the Los Angeles County Schools Office. The project is currently becoming institutionalized through conscious efforts to spread the model at all levels.

Number of individuals served: Approximately 350 teachers were trained during the first two years of the project.

Number of schools served: Teachers from all elementary, middle, and high schools may participate. The training is available to all schools which have funds to support the training model.

Evaluation reports available: ESAA Inservice Component Project Evaluation: 1979-80, 1980-81

Descriptive materials available: Program Statement of the Detroit Public Schools; TESA Brochure: Office of the Los Angeles County Superintendent of Schools; Phi Delta Kappan: June 1979, Vol. 60, #10; September 1981, Vol. 63, #1

For further information, contact:
Helen Hart
Detroit Public Schools Management Academy
6501 W. Outer Drive
Detroit, MI 48235
(313) 345-4510

Teaching/Learning--Clinical Supervision Program

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The Teaching/Learning--Clinical Supervision Program provides teachers and school administrators with three 18-hour training sessions focusing on understanding and using teaching and supervision strategies (Hunter model), based on learning theory and research. The program provides strategies for both decision-making in teaching and a "coaching" approach for supervision. Teaching/Learning strategies address lesson design, behavioral objectives, identification of critical attributes of learning, transfer of learning, motivation, reinforcement, and other aspects of efficient teaching. Clinical Supervision is explored in depth as a promising approach to improving classrom instruction and communication related to it.

Scope: All K-12 teachers, local school and other district instructional administrators

Number of individuals served: Approximately 2,500

For further information, contact:
Dr. Phillip Schlechty, Executive Director
Gheens Professional Center
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Teacher Visitation Project

Agency:
Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Brief description: The Teacher Visitation Project allows Nebraska educators the opportunity to visit programs and classrooms outside of their own district. The focus of the visits has been to examine educational programs which provide services to handicapped children. This year a new focus is the identification and sharing of local educational programs which implement the new Nebraska School Reform Law (L.B.994).

Educational service units and special education cooperatives have become an integral part of the management process to carry out the program's objectives, identifying visitation sites, disbursing project funds in their regions, and assisting with necessary reporting.

Program staff: Estimate .01 FTE Educational Service Unit Staff

Scope: Special and regular education teachers and administrators

Number of individuals served: 350

Number of schools served: N/A

Evaluation reports available: Reports are available from the Nebraska Department of Education Staff Development Office.

Descriptive materials available: Project Application; Project Directory of Resources

For further information, contact:
Marge Curtiss
P.O. Box 77
Sidney, NE 69162
(308) 254-4677

The Writing Project, Grades K-12: An Inservice Program for Improving Composition Instruction in English/Language Arts Classes

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This inservice program is designed to provide process writing workshops during which teachers review current writing theory and research, engage in personal writing, and develop and share a variety of writing activities. Teachers who participate in the writing workshops will be able to translate their newly acquired knowledge into effective strategies for teaching writing. The inservice package consists of 14 content modules, two sound/slide presentations, a Handbook for Assessing Student Writing and a Trainer's Guide.

Scope: The sequence of the content models, suitable for both self and group instruction, reflects the sequence of the writing workshops, with the first four modules focusing on the teacher as a writer and the remaining modules on the teacher as a writing teacher. The training modules also include model instructional materials and writing activities which can be used in the classroom or can serve as models for teachers in creating their own instructional strategies. The materials may be adapted for teachers in different content areas.

Number of individuals served: 1981-82, 16 teachers; 1982-83, 105 teachers

Number of schools served: 1981-82, 7 schools; 1983-84, 22 schools

Evaluation reports available: Project Termination Report, 1982; Workshop Evaluations 1982-83

Descriptive materials available: Slide/Tape presentation, brochure, price list

For further information, contact:
Dr. Patricia Rice
Resource, Planning and Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Learning Style Identification Scale Manual

Agency:
Omaha Public Schools
4469 Farnam
Omaha, NE 68131

Brief description: This manual describes a program for identifying and responding to the learning styles of students. It explains how learning style can be identified, what the five predominant learning styles involve, and what should be considered when working with students in response to those learning styles. The manual includes rating scales and profiles, learning style studies with behavior indicators and appropriate responses, and job sheets that outline subject area objectives, materials, directions, and evaluation questions for each learning style.

Descriptive materials available: Available on request.

For further information, contact:
Paul J. Malcom, Staff Assistant
Instructional Research & Testing
Omaha Public Schools
4469 Farnam
Omaha, NE 68131

Section 14

Programs in Testing/Evaluation

Computerized Student Assessment Center (Columbus) 14.2
Detroit Ninth Grade Communication Skills Objective-Referenced Testing Program (NGORT) Detroit) 14.3
Detroit Objective-Referenced Tests (DORT) (Detroit) 14.5
Kentucky Essential Skills Test (Kentucky SEA) 14.7
Preparing Students for National Tests (Columbus) 14.8

Documents:

Guidelines for Performance Based Teacher Evaluation in Missouri (Missouri SEA) 14.9
K-12 Program Standards of Quality (Michigan SEA) 14.10

Related Listings:

Assessment of Basic Curriculum Skills (ABCS) (Detroit) 3.4
Assessment Center (Detroit) 13.5
Cincinnati Instructional Management System (Cincinnati) 6.2
Program in Minimum Competency (Cincinnati) 3.26

Computerized Student Assessment Center

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: A certified counselor and a vocational teacher comprise the assessment center staff. The principal assessment tools consist of 18 work samples (individual assessment units) and 4 microcomputer evaluation and screening assessment systems. The work samples introduce the evaluee to job factors that s/he would meet in real work situations and assess the evaluee's ability to perform required tasks. In addition, the work samples evaluate job-related motor and thought process skills. The microcomputer evaluation and screening assessment systems run on four full-function microcomputers and measure evaluee performance explicitly in terms of D.O.T. (The Dictionary of Occupation Titles) descriptions. Using the computer systems, the evaluators measure through sampling the evaluee's assembly skills, dexterity, manipulation capabilities, and use of tools. By means of self-instructing and self-scoring computer exercises, the system assesses the evaluee's perceptual-motor, visual, academic, and reasoning skills. Additional computer-assisted exercises appraise vocational physical capacities and mobility, vocational interests, and vocational awareness. The computer program then builds a skills access profile that compares the individual performance requirements of a given training program or job. At the conclusion of the assessment session, the computer analyzes over 75 pieces of data and then automatically generates a hard-copy evaluation summary with observations and recommendations; the computer-generated report also contains a D.O.T. qualifications profile, or a comprehensive process profile.

Program staff: 1 counselor and 1 teacher

Scope: High school students, vocational students, adults in career transition

Number of individuals served: 1,071

Number of schools served: 2

Evaluation reports available: Evaluation report conducted by the Director of Pupil Services, Division of Student Development Services, Columbus City Schools, 270 E. State Street, Columbus, OH 43215.

Descriptive materials available: Brochure

For further information, contact:
Mr. T.H. Turner, Assistant Superintendent
Columbus City Schools
270 E. State Street
Columbus, OH 43215
(614) 225-2640

Detroit Ninth Grade Communication Skills Objective-Referenced Testing Program (NGORT)

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The purpose of the program is to improve the reading, writing, and study skills of high school students. The testing program is designed to promote effective instruction as well as to assess students' communication skills.

The program focuses on nine objectives: First Semester--Reading Objectives: Following written directions; Defining words in context; Identifying main ideas; Drawing a valid inference; Study Skill Objective: Using a dictionary. Second Semester--Writing Objectives: Using correct capitalization and punctuation; Constructing a sentence; Organizing a paragraph; Study Skill Objective: Locating information in categorical listings.

Students are pretested at the beginning of the school year in order to provide teachers with an indication of class and student status regarding each objective so that instruction can be focused as needed.

The Teacher's Handbook presented guidelines to be used in organizing an instructional sequence designed to accomplish clearly identified skills. Additional supplementary material is available to teachers for providing focused instruction on any one of the nine objectives.

Interim tests are used not only as assessment devices to measure a pupil's mastery of a particular objective, but also as practice exercises. Supplementary instructional materials are available for students who need additional practice.

Near the end of the second semester, a posttest is administered covering the nine objectives. An individual record card is provided for each student. Test scores from the pretest and posttest are placed on one side of the card. On the inside, students have a place to record their interim test responses. This allows students to monitor their own progress.

Program staff: No additional staff

Scope: Involves all grade 9 students

Number of individuals served: 20,000 students

Number of schools served: 23 high schools

Evaluation reports available: Annual reports available since 1978-79

Descriptive materials available: Teacher's Handbook, pretests, interim tests, posttests, individual student records cards, supplementary instructional materials.

For further information, contact:
Barbara Coulter
Detroit Public Schools
922 Schools Center
5057 Woodward
Detroit, MI 48202
(313) 494-1601

Detroit Objective-Referenced Tests (DORT)

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The Detroit Objective-Referenced Tests Program is designed to be the reading management system for Detroit's elementary and middle schools. The DORT System has both comprehension and decoding components containing instructional objectives, placement tests, objective-referenced tests for each objective, related instructional materials, correlations with all basal and supplementary reading series and record-keeping profiles. The system is computerized in grades 3-8 with the test scoring, data analysis and printing of student and individual profiles being completed by the district's mainframe computer. Since every Detroit reading teacher is using the system, there is great continuity if children transfer from school to school. Schools select their own basal series to encourage individuality within the program. Reading specialists are available to assist the teachers in the implementation of DORT by providing any required training and guidance. Parents receive computer printouts describing their students' progress and are trained at workshops in techniques they can use to support DORT in the home. The parent component is conducted through a Home Curriculum Program.

Program staff: Director of city-wide reading, middle school supervisor, elementary supervisor, home curriculum supervisor

Scope: During the 1976-77 school year, every reading teacher in the district was trained in the philosophy and techniques of a diagnostic/prescriptive reading system. In the meantime, the DORT Program and related materials were developed. After careful training of the administrators and teachers, the program began in September 1978. It is currently being used in all Detroit Public Schools in kindergarten through eighth grade. Detroit is attempting a total, city-wide solution to students' reading deficiencies.

Number of individuals served: Approximately 150,000 students

Number of schools served: Approximately 260

Evaluation reports available: Standardized reading scores

Descriptive materials available: Article: "DORT, What's it all about?," The Detroit Teacher, Sept. 28, 1977, p. 6; mimeographed interview by Detroit Federation of Teachers, "What's the New Reading Program Today?" Michigan Reading Journal, Vol. 15, No. 1, MRA, Spring, 1981, p. 8

For further information, contact:

Barbara Coulter, Language Education
Detroit Public Schools
922 Schools Center
5057 Woodward
Detroit, MI 48202
(313) 494-1601

Kentucky Essential Skills Test

Agency:
Kentucky Department of Education
Frankfort, KY 40601

Brief description: The 1984 General Assembly enacted Senate Bill 169, which required Kentucky educators to define the skills that are essential for learning success in each grade in the areas of reading, writing, spelling, math and library. The Legislation also required that all students be tested each year for mastery of those skills.

In order to comply with the legislation, the state Department of Education undertook the task of identifying each skill that was essential to the educational success of a student and determining at which grade level that skill should be taught.

This task was accomplished by the interaction of the state Department of Education and the teachers across the state. Based on curricula of other states, a list of skills for each grade level was developed by the state department. The lists were mailed to teachers across the state for input (additions, deletions, objections, transfers). Meetings were held across the state at which teachers, parents, administrators and concerned citizens had the opportunity to have input on the issue.

All input was considered, and a list of skills was drawn up. The teachers were called back together to consider the product. After the skills were identified, the state department contracted with a test company to develop a test that would test, at each grade level, those skills that it had been determined should be taught at that grade level. The test was given in the spring of 1985 in the areas of math and reading.

The Essential Skills Testing Program will be expanded to cover the skills taught in the areas of writing, spelling, math and library/reference skills.

For further information, contact:
Kentucky Department of Education
Frankfort, KY 40601

Preparing Students for National Tests

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: The goal of this program is to ensure that all students achieve scores which are indicative of their ability. Far in advance of actual test dates (ACT, PSAT, SAT), practice tests are administered. These tests are scored and interpreted in a timely manner. The interpretation emphasizes a careful review of items which are answered correctly.

Students are encouraged to use commercially prepared software (Apple II compatible) to enhance their skills in areas where they are deficient. This software is available in all high school library learning centers. The level of "remediation" required is adjusted for each student. Students are also taught various test-taking strategies such as scientific guessing, efficient use of time, etc.

Program staff: Existing staff, usually counselors

Scope: Sophomore, junior, and senior college-bound students

Number of individuals served: Approximately 1,900-2,000

Number of schools served: 17

Evaluation reports available: Currently being prepared

Descriptive materials available: Not at this time

For further information, contact:
Theodore H. Turner, Assistant Superintendent
Student Development Services
Columbus Public Schools
270 E. State St.
Columbus, OH 43215

Guidelines for Performance Based Teacher Evaluation in Missouri

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: This publication contains the following information on Performance Based Teacher Evaluation: overview, procedures, criteria, and forms and instruments.

For further information, contact:
Turner Tyson, Director of Teacher Education and Certification
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3847

K-12 Program Standards of Quality

Agency:
Michigan Department of Education
Box 30008
Lansing, MI 48909

Brief description: The K-12 Program Standards of Quality is a document written to be used on a voluntary basis by staff of local school districts to estimate the quality of their school curriculum.

For further information, contact:
Teressa Staten, Executive Administrator
Educational Services
Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-4595

Section 15

Programs in Urban Education/Desegregation

Coping With Me & You (Cincinnati) 15.2
Disadvantaged Pupil Programs Fund (D.P.P.F.) (Akron) 15.3
Jefferson County Public Schools Student Assignment Plan (Louisville) 15.4
Technical Assistance Unit (Missouri SEA) 15.5
Urban Education Demonstration Project (Cincinnati) 15.6

Documents:

Multicultural Education: Suggested Classroom Activities (Michigan SEA) 15.7

Related Listings:

Computer Assisted Instruction--Disadvantaged Pupil Program Funds (DPPF) (Cincinnati) 10.5
Early Childhood Development Program (Kansas City) 5.2
The Extended Day Kindergarten Program (Des Moines) 5.8
Sex Equity Resources (Michigan SEA) 9.6
Southwest Cluster, Elementary Skills Magnet School (Kansas City) 1.16
Urban Demonstration Project (Akron) 6.19

Coping With Me & You

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: This is a program of supplementary classroom activities focused on the effective development of students in junior high school (grades 7-9). The program includes a Teacher Manual of activities, accompanying materials, and a Trainer's Manual.

Program staff: Regular classroom teacher

Scope: The program focuses on four areas of affective development: Self Concept Development, Peer Relationships, Valuing & Decision Making, Interracial/Intercultural Understanding. It trains teachers in the affective development of early adolescent age children, methods of integrating affective with cognitive education, and the use of program materials. Training is required before using program materials.

Number of individuals served: 600

Number of schools served: 20

Evaluation reports available: Final Project Brochure, October 1978

Descriptive materials available: Brochure

For further information, contact:
James M. Morgan
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Disadvantaged Pupil Program Fund (D.P.P.F.)

Agency:
Akron Public Schools
70 N. Broadway
Akron, OH 43308

Brief description: State money for disadvantaged schools in 1985-86 has provided for academic achievement and remedial programs, adaptation of curriculum, improvement of library services, and motivation and self-imagery services for the Akron Public Schools. These services include: (1) a mastery reading program in one elementary school where students use mastery learning techniques to strengthen vocabulary, comprehension and other reading skills; (2) specially trained classroom aides to assist first grade teachers in 19 elementary schools by providing supplementary instruction to target students in the areas of reading and language arts; five curriculum specialists to provide assistance to classroom teachers in 34 elementary schools to strengthen instruction in reading, mathematics, science, language arts, and social studies; a wide selection of books, references and multi-media learning materials and equipment in Learning Resource Centers located in 22 elementary schools and the staff development center for the district; 18 counselors in 19 elementary schools.

Program staff: Project director, teachers, aides, counselors

Number of schools served: 34 elementary schools

Evaluation reports available: Brochures

Descriptive materials available: Brochures

For further information, contact:
Barbara Mathews, Director
Supplemental Services
Akron Public Schools
65 Steiner Avenue
Akron, OH 44301
(216) 376-5514

Jefferson County Public Schools Student Assignment Plan

Agency:
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Brief description: The Jefferson County Public Schools Student Assignment Plan was implemented in two phases. The secondary school portion of the student assignment plan was implemented first in the fall of 1984, resulting in increased high school enrollment. The second portion of the plan, addressing the elementary and middle school populations, was implemented in the fall of 1985.

The plan, originally approved by the Jefferson County Board of Education on April 4, 1984, assigns middle and high school students by geographic area and elementary students by a combination of geographic, alphabetic, and grade-level criteria. With full implementation, middle school students will be assigned the same high school for four years, and elementary students will not attend more than two schools in five years.

Scope: District-wide

Number of individuals served: 94,000 students

Number of schools served: 160

For further information, contact:
Dr. Robert Rodosky, Director of Research
Jefferson County Public Schools
P. O. Box 34020
Louisville, KY 40232

Technical Assistance Unit

Agency:
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: The Technical Assistance Unit located within the State Department of Elementary and Secondary Education, Urban Education Division, is a federally funded program under Title IV of the 1964 Civil Rights Act. The purpose of the Technical Assistance Program is to use funds to provide technical assistance (including training) in the preparation, adoption, and implementation of plans for race, sex, and/or national origin desegregation, including assistance in coping with educational problems occasioned by that desegregation. The program in Missouri is funded to provide race desegregation technical assistance.

Program staff: Director of TAU, supervisor of TAU

Scope: Public schools undergoing desegregation

Evaluation reports available: None

Descriptive materials available: TAU brochure

For further information, contact:
Liz Calvin, Director
Department of Elementary & Secondary Education
Technical Assistance Unit
P.O. Box 480
Jefferson City, MO 65102

Urban Education Demonstration Project

Agency:
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Brief description: The purpose of the project is to plan, develop, implement, evaluate, and conduct research pertinent to urban education programs. Further, it is the purpose of the Urban Demonstration Project to provide models of exemplary urban education organization and practices. Within the project organization are two primary thrusts. The first is a system of project-wide programs and activities which are divided into four component areas: student development, staff development, community involvement and support services. The second major thrust is the provision for local school autonomy in the utilization of resources. The Council of Principals, made up of principals from participating schools, is the decision-making body for the project.

Program staff: Project director, .5 evaluators, component coordinators, instructional leaders (certified, school-based), home-school facilitators (civil service, school-based)

Scope: Begun in 1977, the project involves all schools in the Hughes High School District of Cincinnati Public Schools

Number of individuals served: Approximately 5,400 students

Number of schools served: 1 high school, 1 middle school, 7 elementary schools

Evaluation reports available: Annual reports 1977-78 to 1981-82

Descriptive materials available: Urban Education Demonstration Project proposal, revised Steptember 1977; Project Overview, 1981; pamphlets describing component areas

For further information, contact:
Judith A. Thomas, Project Director
Resource, Planning and Development
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Multicultural Education: Suggested Classroom Activities

Agency:
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

Brief description: A curriculum resource guide for multicultural education which is based on the Michigan State Board of Education approved Policy and Position Statement on Multicultural education (also available). There are 7 multicultural instructional goals and activities which have been written. For each of these 7 goals, there are 14 Michigan Common Goals that also serve as guides for developing activities. The document is divided into grade cluster levels (K-3, 4-6, 7-9). Also, activities have been designed to be used for specific curriculum areas such as Language Arts, Mathematics, Social Studies, Science, etc.

For further information, contact:
Dr. John M. Chapman, Social Studies Specialist
Department of Education
P.O. Box 30008
Lansing, MI 48909

Section 16

Programs in Vocational/Career Education

Aviation Center (Wichita)	16.2
Career Development Program (Akron)	16.3
Competency-Based Curriculum Organization (Detroit)	16.4
Job Training Partnership Act Program (JTPA) (Detroit)	16.5
Life Career Development/Career Education, K-12 (Kansas City)	16.7
PEN Project (Practical Education Now) (Kansas City)	16.8
Vocational Resource Educator (VRE) (Missouri SEA)	16.9
Youth Partnership Project (Kansas City)	16.11

Related Listings:

Computerized Student Assessment Center (Columbus)	14.2
Content Reading--Vocational (Cincinnati)	3.12
School Community Partnerships (Kansas City)	11.10

Aviation Center

Agency:
Wichita Public Schools
640 N. Emporia
Wichita, KS 67214

Brief description: Day and night classes under vocational education. The following courses are available: aircraft mechanics, aircraft electronics, and instrument maintenance.

Program staff: 16 instructional and clerical

Scope: City-wide, 7 years, adult students with a few high school students

Number of individuals served: 150 regular; 100 evening and Saturdays

Number of schools served: 7 high schools

Descriptive materials available: Yes

For further information, contact:
Donald Dangenais
Aviation Education Center
2021 S. Eisenhower
Wichita, KS 67209

Career Development Program

Agency:
Akron Public Schools
70 N. Broadway
Akron, OH 44308

Brief description: This program provides a spiral of development experiences designed to help students in grades K-12 understand the facets of career choice. The goals of the program are: (1) to make school and the curriculum more relevant for students in order to build positive attitudes toward education and work; (2) to prepare students to make realistic decisions about future occupational aspirations; (3) to enable students to move successfully from school into the world of work.

With career motivation in grades K-6, career orientation in grades 7-8, and career exploration and preparation in grades 9-12, the program integrates career development information and experiences into the regular school curriculum. It provides for guidance and counseling, and parent and community involvement. It also is available for adoption with a training component.

Program staff: A program director who works with elementary and secondary education, child study and guidance, vocational and special education departments in the school system; career education coordinators (2.5)

Scope: With financial support and leadership from the Ohio State Department of Education and full support from the Akron Board of Education, the program has operated since 1971. It has expanded from three schools serving 2,600 students to all schools, presently serving approximately 35,000 students.

Number of schools served: 60 buildings

Evaluation reports available: Yes. Received National Joint Dissemination Review Panel (JDRP) approval for National Dissemination in 1978

Descriptive materials available: Brochure, NDN flier, manuals, resource guide

For further information, contact:
Nick Topougis, Director
Career Education
Akron Public Schools
65 Steiner Avenue
Akron, OH 44301
(216) 434-3404

Competency-Based Curriculum Organization

Agency:
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Brief description: In order to train high school students and adults efficiently and quickly for entry-level employment and to account for differences in individual learning styles, we are redesigning vocational and academic courses according to competency-based educational instruction. Competency-based educational design allows the student to enter and matriculate the training and learning cycle at a level commensurate with previously acquired skills or knowledge and provides instruction in those areas a student has not mastered or has not been exposed to. This provides for an open-entry, open-exit instructional delivery system with accountability, individualization, and mastery as central themes.

At present, the North Education Center CBE Resource Center provides an in-house research and inservice specialist to assist in the development of competency-based materials. The center specialist, with the assistance of a 13-member steering committee, gathers competency-based instructional products from data bases and clearing houses, vocational and academic curriculum-related organizations, and consortiums. The team coordinates the production of all materials for dissemination.

Program staff: 13-member steering comittee, 1 in-house curriculum specialist

Scope: High school academic and adult vocational students

Number of individuals served: Approximately 6,792

Number of schools served: North Education Center and four career centers

Evaluation reports available: Competency-Based Curriculum progress reports available

Descriptive materials available: 15 vocational program areas in CBE format: Auto Body, Diesel Mechanics, Dental Technician, Health Assistant, Medical Lab Assistant, Horticulture, Cosmetology, Technical Drafting, Graphics, Food Service, Child Care, Clothing Construction, Commercial Art, Air Conditioning, Secretarial Science; Academic: Math, Science, English, Social Studies, Health/Physical Education

For further information, contact:
Theodore H. Turner, Assistant Superintendent
Columbus Public Schools
270 East State Street
Columbus, OH 43215
(614) 225-2640

Job Training Partnership Act Program (JTPA)

Agency:
Detroit Public Schools
5057 Woodward
Detroit, MI 48202

Brief description: The Job Training Partnership Act Program replaced the old CETA program. Under the old CETA Program, participants were paid $3.35 per hour. The JTPA program does not pay wages. The program provides employability skills training and job placement services to a selected group of eligible 16-21 year old Detroit Public Schools graduating seniors, graduates and dropouts in all of the Comprehensive High Schools, Vocational/Technical Centers and Adult Education Centers. Family income is the criteria used to determine eligibility. Although Federal Guidelines dictate the provision of service only to eligible participants, placement services are extended to include non-eligible students in all schools throughout the district. In preparation for the real work-a-day world, the employability skills training component is designed to augment, enhance, and reinforce any previous training the participants may have received.

Nine program Mini Centers are located throughout the school district. The staff in these centers recruit, train, and place participants in jobs. The Detroit Training and Placement Center develops jobs for participants. As jobs are developed, they are transferred to the Mini Centers for placement purposes. The Detroit Training and Placement Center also has a computerized job bank of employers and participants. Jobs are matched with the interest and skills of the participants. Quota for the 1985-86 school year is 1,281 enrollees and 492 placements.

Program staff: Teacher trainer, work study assistant, and secretary assigned to each program Center; 7 job developers assigned to the Detroit Training and Placement Center.

Scope: Eligible 16-21 year old Detroit Public Schools graduating seniors, graduates, and dropouts.

Number of individuals served: 1,281

Number of schools served: All Detroit Public Schools' Comprehensive High Schools, Vocational/Technical Centers and Adult Education Centers

Evaluation reports available: Monthly and quarterly reports related to program quotas

Descriptive materials available: Program Brochure--fact sheet outlining key features of the program, staffing patterns, and location and whom to contact for additional information. Training Manual--developed and used by staff in a variety of employability skills training areas. Procedural Manual--program forms and instructions in how to complete them.

For further information, contact:
Dr. Felix R. Sloan, Director
Work Adjustment Programs
Detroit Public Schools
1001 Puritan
Detroit, Michigan 48238
(313) 270-0511

Life Career Development/Career Education, K-12

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: This program is intended to refocus the curriculum to assist students to obtain the knowledge, attitude and skills necessary to understand themselves and related to the world around them. The training program includes all teachers and emphasizes the applications of school subjects to real life situations and thus presents a unified, realistic approach to education for life. The program generally follows the model developed by the Missouri State Department of Education and consists of 13 program components. The objective of the program is to help the teachers infuse Career Education concepts into the existing curriculum so that they can offer an educational program which provides students with viable alternatives for post-secondary life, whether formal education or employment or both.

Program staff: 2 staff training/resource teachers with Central Office coordination

Scope: All schools in the district

Number of individuals served: 36,000 students, 1,800 teachers

Number of schools served: 70 schools

Evaluation reports available: Annual evaluation reports are available.

Descriptive materials available: Evaluation reports contain descriptive materials. Other descriptive materials are available from the project coordinator.

For further information, contact:
Pat Tennison, Coordinator
Career Education Project
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

PEN Project (Practical Education Now)

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The Practical Education Now program is a cooperative endeavor between the district and DST, Incorporated (a subsidiary of Kansas City Southern Industries). PEN provides a unique teaching/learning experience designed to facilitate as much student learning as possible within the business sector. The classroom is located within the confines of DST, Inc. After a period of intensive instruction and preparation, the students rotate in selected departments of DST, Inc. The objective of the PEN project is to provide advanced training for clerical and secretarial skills development through experiences at a business site. The Kansas City program is modeled after the PEN project which has been operated for several years in St. Louis County schools. Resource individuals, selected classroom activities interspersed with relevant job simulations, and rotation through selected departments of DST, Inc., are the primary assets utilized to initiate, refine, and integrate skills. The program is a full year course offered to 12th grade students. Students are transported daily for one-half day from their home high school to the classroom at DST, Inc.

Program staff: 1 project instructor/coordinator

Scope: grade 12 students

Number of individuals served: 20 grade 12 students

Number of schools served: 9 high schools

Evaluation reports available: Contact project coordinator.

Descriptive materials available: Contact project coordinator.

For further information, contact:
Mrs. Betty Huggins
1215 Truman Road
Kansas City, MO 64106

Vocational Resource Educator (VRE)

Agency:
Missouri Department of Elementary and Secondary Education
Vocational Special Needs and Guidance Services
Vocational and Adult Education
P.O. Box 480
Jefferson City, MO 65102

Brief description: The Vocational Resource Educator (VRE) is a model developed in Missouri to meet the mandates of Public Law 94-142 and the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524. As the title indicates, the VRE is a resource person to the vocational educator with the emphasis on: assistaing in appropriate placement of handicapped students in regular vocational programs; providing resources and assistance to the vocational instructor; assisting in the placement of handicapped students in the world of work; providing inservice training and general support counseling to students and parents. To facilitate these efforts, the role of the VRE is constantly changing from resource person and facilitator to change agency and community liaison.

As a resource, the VRE provides materials and ideas to vocational educators who have handicapped students identified in their classes. The VRE coordinates with the vocational educator and the student to modify the curriculum and/or materials. This requires knowledge of both the vocational areas and individual handicapping conditions. As a facilitator, the VRE assists the handicapped student in transition to the regular vocational program. Support is provided by meeting with the students and teachers on a regular basis, providing aids, and/or special equipment to make the transition easier. The VRE also support the transition from the vocational program to gainful employment. Important aspects of this transition are regular meetings with the employer and employee to follow up on students' progress. As a change agent, the VRE must promote and foster positive educational efforts to benefit handicapped people in the vocational setting. Inservice and teamwork provide the tool for changing attitudes. The most enterprising role of the VRE is that of liaison. As a liaison, the VRE builds a network system with community business, civic or social organizations, and social service agencies. This network provides efforts to assist the student with personal needs that are interfering with vocational training. It also promotes employment of the handicapped after training. Liaison efforts reach to the school community to foster good communication with sending school administrators, counselors, and special educators. Liaison efforts are also important to reach out to each vocational educator for additional training programs.

Program staff: 1 individual who is trained and has teacher experience in vocational education or special education

Scope: Program directed to vocational administrators and instructors, special education administrators and teachers

Number of individuals served: Typically a Vocational Resource Educator at the secondary level serves 25-50 handicapped students.

Number of schools served: This model is designed for a vocational setting and services the host school plus sending districts.

Evaluation reports available: Local districts employ the VRE and are responsible for program effectiveness evaluation.

Descriptive materials available: "Vocational Resource Educator Handbook"--Guide for VREs in Missouri. Identifies eight goals that define major roles and responsibilities. Each goal has questions and answers which may be translated into objectives and activities. VE-4-1, $7.50. Available from: Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, MO 65211

For further information, contact:
Daniel R. Omer, Assistant Director
Vocational Special Needs and Guidance Services
Vocational and Adult Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-1394

Youth Partnership Project

Agency:
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106

Brief description: The primary goals and objectives of the program are: (1) to provide disadantaged high school students with upwardly mobile career jobs and a work-related program of classroom instruction geared toward the primary rather than the secondary labor market. The employment provided has long-term training opportunity and employment potential, serving as a motivating factor for students; (2) to introduce change in the schools. This will be demonstrated by: (a) implementing a special curriculum developed to support and enhance the work experience. This curriculum will include basic academic development as well as work-related skill training identified by the private sector, (b) changing the climate and cultural attitudes of school officials and students toward the world of work; (3) to increase collaboration and secure lasting relationships between the school district and the business community in addressing the problems of youth unemployment and academic linkage; (4) to change the climate and cultural attitudes of the business community toward high school students and public schools.

Program staff: District: 1 project/district liaison, 4 teachers; Private Industry Council Administration, Inc.: 1 project coordinator, 1 assistant project coordinator

Scope: Junior and senior year students who are Job Training Partnership (JTPA) eligible (economically disadvantaged).

Number of individuals served: 60

Number of schools served: 1 high school--Northeast Senior High

Evaluation reports available: In July 1986

Descriptive materials available: Curriculum developed by district program staff.

For further information, contact:
Ms. Pat Tennison, Coordinator
School District of Kansas City, Missouri
1211 McGee Street
Kansas City, MO 64106
(816) 221-7565

Exemplary Projects by State and District

Iowa (Des Moines)		
	Child Guidance Center Day Hospital School	12.3
	Early Intervention for Handicapped Infants - Birth to Age 3	5.4
	Enrichment Course Program	1.5
	Enrichment Kindergarten Program	5.6
	The Extended Day Kindergarten Program	5.8
	Interpreting Services of the Hearing Impaired	12.5
	Kindergarten Language Enrichment Program	5.9
	Our Primary Purpose	10.17
	Resource Room for Gifted & Talented "High Flyers"	8.15
	The Writing Center	3.33
	The Writing Process in the Classroom	3.34
Kansas (Wichita)		
	Aviation Center	16.2
	Chapter I Corrective Reading	3.7
	Chapter I Elementary Mathematics Management System	3.8
	Computer Literacy Program	4.5
	Computer Management System	4.7
	Early Childhood Programs	5.3
	Energy Ecology Center	7.2
	Levy Special Education Center	12.6
	Museum Programs	1.14
	Substance Abuse Prevention--IT STARTS WITH PEOPLE	10.27
Kentucky (SEA)		
	Commonwealth Diploma Program	8.7
	Education Improvement Act as Amended by S.B. 202	6.4
	Kentucky Education Foundation, Inc.	11.7
	Kentucky Essential Skills Test	14.7
	Remediation Program	10.21
Kentucky (Louisville)		
	Attendance Improvement Method	10.4
	Homework Hotline	10.9
	Jefferson County Adult Reading Program (JCARP)	10.10
	Jefferson County Public Schools Environmental Education Program	7.4
	Jefferson County Public Schools K-12 Learnings Chart	9.14
	Jefferson County Public Schools Program for Excellence	6.13
	Louisville Writing Project	3.21
	A Manual of Instructional Strategies	12.7

"New Kid in School" 4.12
Philosophy for Children 3.25
School/Business Project 11.8
SUCCESS 3.30
Teaching/Learning-Clinical Supervision Program 13.19

Michigan (SEA)
Better Education for Michigan Citizens 9.11
Elementary Content Reading Material 3.35
Essential Performance Objectives for Music Education 2.9
Helpful Hints on Needs Assessment, Program Planning, Resource Identification, Evaulation and Follow-up, and Program Improvement 6.22
K-12 Program Standards of Quality 14.10
Law-Related Education Program Abstracts 7.7
Michigan Very Special Arts Festival 2.8
Multicultural Education: Suggested Classroom Activities 15.7
Secondary Content Area Reading 3.29
Sex Equity Resources 9.6
Two-Way Street 3.32

Michigan (Detroit)
Academic Gaming 3.3
Advanced Academic Preparation Program (A^2P^2) 8.2
Assessment of Basic Curriculum Skills (ABCS) 3.4
Assessment Center 13.5
CLIP--Computer Literacy Program 4.4
Comprehensive School Mathematics Program 3.11
The Detroit Board of Education School Community Relations Program Policy and Procedures for the '80's 11.3
Detroit Ninth Grade Communications Skills Objective-Referenced Testing Program (NGORT) 14.3
Detroit Objective-Referenced Tests (DORT) 14.5
Detroit's Preschool Hearing Impaired Support Center 12.4
Elementary and Middle School Daily Oral Language/Written Experience (DOL/WE) Programs 3.15
Essential Elements of Effective Instruction 13.9
Guidance Program Model for Elementary, Middle, and Senior High Schools 6.21
High School Improvement Project 6.8
High School Proficiency Program 3.16
Job Training Partnership Act Program (JTPA) 16.5
Middle School Development Center 10.16
National Writing Project-Metro Detroit 3.23

New Directions for Business, Labor and Education: Partners in the Economic Growth of Detroit 11.11
FACTS (Parents and Computers Teaching Students) 4.13
Project Follow-Through 10.18
Project Head Start 5..2
Reading Road Quiz Telecast and Radio Broadcast 3.27
RECAP-Remedial Computer Assisted Program 4.14
School Improvement Plan 6.18
Staff Development/Management Academy 13.17
Teacher Expectations and Student Achievement (TESA) 13.18
Teaching of Problem Solving (T.O.P.S.) 3.31

Minnesota (SEA)
- Basic Skills 3.5
- Minnesota Educational Effectiveness 6.14

Minnesota (St. Paul)
- Specialty Elementary Magnet School: Frost Lake School for Technology 1.17
- Specialty Elementary Magnet School: Hill School for Gifted-Talented 1.18
- Specialty Elementary Magnet School: Longfellow School for Humanities 1.19
- Specialty Elementary Magnet School: Maxfield (K-3) and Galtier (4-6) Schools 1.20
- Specialty Elementary Magnet School: Mississippi School for Creative Arts 1.21

Missouri (SEA)
- Effective Schools 6.5
- Effective Teaching 13.7
- Evaluation Report on New Parents as Teachers Project 5.13
- Excellence in Education Act of 1985: HB 463 6.20
- A Guide to Social Studies Curriculum Development for Missouri Educators 7.6
- Guidelines for Developing Discipline Policies in Missouri School Districts 10.32
- Guidelines for Performance Based Teacher Evaluation in Missouri 14.9
- Instructional Management Systems 6.11
- Juvenile Justice Handbook for Missouri Schools 9.15
- New Parents as Teachers Project (NPAT) 5.10
- Racial/Ethnic Distribution of Public School Students--State of Missouri 9.17

The Rights and Responsibilities of Citizenship in a Free Society--A Law-Oriented Curriculum Guide for Grades K-12 7.8
School Climate Improvement 13.13
Social Studies Basic Skills Connection 7.9
Technical Assistance Unit 15.5
25 Ways Parents Can Help With Reading 3.36
Vocational Resource Educator (VRE) 16.9
Volunteers in Missouri School Districts 11.12
A Writing Guide for Missouri Schools K-12 3.37

Missouri (Kansas City)
- Bilingual Special Education Program 12.2
- Chicago Mastery Learning Reading Program 3.9
- Children's Education for the Fine and Performing Arts 2.5
- Comprehensive Computer Education-Secondary Schools 4.2
- Computer Assisted Instruction 4.3
- Computer Assisted Instruction--Answer 4.6
- District-wide Staff Development Program 13.6
- Early Childhood Development Program 5.2
- Education in the Arts 2.6
- Effective Schools Project: Striving Toward Excellence in Performance of Students (STEPS) 6.7
- Homework Hotline 10.8
- Instructional Assistants' Project 6.10
- Kansas City Follow-Through Project: Resource Center 10.11
- The Learning Support Program 10.13
- Learning Through the Arts 2.7
- Life Career Development/Career Education K-12 16.7
- (PAL) Play and Learn 3.24
- PEN Project (Practical Education Now) 16.8
- School Community Partnerships 11.10
- School Within a School (SWAS) Project 10.24
- Science Curriculum/Assessment Project 13.15
- Southwest Cluster, Elementary Skills Magnet School 1.16
- Staff Development for Comprehension/Cognition 13.16
- Swinney/Volker Community Oriented Magnet School 1.23
- Wildwood Outdoor Education Program 7.5
- Youth Partnership Program 16.11

Nebraska (SEA)
- Direction for the Utilization of Paraprofessionals in Special Education in Nebraska 12.9

Effective School Project 6.6
Guide for Effective Utilization of Paraprofessionals in Special Education 12.10
Project Assist 12.8
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska 12.11
Teacher Visitation Project 13.20

Nebraska (Omaha)
- Formulas for Sucessful Conflict/Crisis Intervention and Management 13.10
- Human and Cultural Awareness Program 7.3
- Learning Style Identification Scale Manual 13.22
- Positive Peer Culture 6.16
- Staff Development Notebook 13.16
- TOTEM 9.18

Ohio (Akron)
- Akron Public Schools Code of Student Behavior 9.8
- Career Development Program 16.3
- Disadvantaged Pupil Program Fund (D.P.P.F.) 15.3
- ECIA Chapter I Programs 10.6
- Urban Demonstration Project 6.19

Ohio (Cincinnati)
- Alternative School Program 1.2
- Annual Report: Cincinnati Public Schools 9.9
- Basic Descriptive Data: Cincinnati Public Schools 9.10
- Cincinnati Instructional Management System 6.2
- Computer Assisted Instruction--Disadvantaged Pupil Program Funds (DPPF) 10.5
- Content Reading--Vocational 3.12
- Coping With Me & You 15.2
- Design for School Excellence 6.3
- Detail and Summary Budget Presentations 9.12
- Diagnostic Prescriptive Reading System 1-6 3.13
- Diagnostic Prescriptive Reading System, Secondary Level 3.14
- Educational Technology Task Force 4.10
- Effective Teaching Strategies and Student Achievement 13.8
- Improving Reading Comprehension Through the Content Approach, Grades 4-6 3.17
- Improving Reading Comprehension Through the Content Approach, Grades 7-12 3.19
- Instructional PACS for Volunteers 6.12
- Local School Advisory Committees 9.3
- Local Goal Setting Process Manual 9.16
- Program in Minimum Competency 3.26

Program of Mathematics and Science Activities for Gifted and Talented Students, K-6 (MASA) 8.13
Public Communications Project 9.5
The Writing Project, Grades K-12: An Inservice Program for Improving Composition Instruction in English/Language Arts Classes 13.21
Urban Education Demonstration Project 15.6

Ohio (Columbus)
Academy for Elementary Administrators 13.3
"Art's Alive at Five"/Fifth Grade Art Program 2.3
Battelle Youth Science Program 8.4
Berwick Science/Math/Environmental Study School 2.4
Columbus Alternative High School 1.6
Competency-Based Curriculum Organization 16.4
Computerized Student Assessment Center 14.2
Computers-in-the-Schools 4.8
Douglas Alternative School 1.7
Duxberry Park Arts IMPACT School 1.8
FACTline 11.4
Franklin Success IMPACT Alternative Middle School 1.9
Gifted and Talented Program 8.9
Indianola Informal Elementary School 1.10
Instructional Aide Program 13.11
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LATCHKEY Program 10.12
The Lazarus Program for Excellence in Writing 8.11
Linden Park IGE School 1.11
Microcomputer Software Library 4.11
Monroe Traditional Middle School 1.13
Oakland Park Traditional School 1.15
Preparing Students for National Tests 14.8
Reading Recovery Program 10.19
Saturday School 10.22
School/Business Partnerships 11.8
School Improvement Program 6.18
Serving "Students-at-Risk" 10.25
Stewart Traditional School 1.22
Summer Tech '83 4.15

Tennessee (Memphis)
Adopt-A-School Program 11.2
Aesthetic Education Program 2.2
CLUE (Creative Learning in a Unique Environment) 8.6
Memphis City Schools Mental Health Center 10.14

Tennessee (Nashville)
- Alternative Learning Center 10.3
- A Comprehensive Communications/Reading Program 3.10
- ENCORE and EXCEL Programs 8.8
- Middle & Junior High School Mini-Grant Alternative Program 1.12
- Mathematics Improvement Project 3.22
- Transition - 1 10.30
- Transition - 4 10.31

Wisconsin (SEA)
- DPI Publications Listing 9.13